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ABSTRACT

One of a set of programmed texts specifically designed for college upperclassmen doing research for term papers, this text focuses on education related topics, and the examples have been selected with advanced research for academic disciplines in mind. The text emphasizes making critical and evaluative judgments about the materials used and is designed to show the student more than just how and where to find information. It is assumed that the user has a basic knowledge of libraries and a familiarity with fundamental reference works. The first five chapters deal with the basic steps to follow in laying a solid foundation for a research paper including: selecting a topic; using the card catalog, subject catalog and subject headings; and finding bibliographies and periodical articles. The next five chapters focus on adding special touches to the underlying structure developed in the first half of the text. Sources of book reviews and biographical information are covered as well as specialized dictionaries and encyclopedias, statistical reference works, and government documents. The explanation of each new concept is followed by a self-testing problem. Figures showing sample material from the reference works cited are used throughout the text. (DMC)

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RESEARCHING A PAPER IN THE LIBRARY

A Programmed Text

EDUCATION VERSION

by

Judy McArthur

and

Pat Kenney

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INTRODUCTION

This unit has been designed as an exercise in programmed instruction. If you are unfamiliar with the term, programmed instruction simply means that the materials is presented in segments, with questions to see if you understand what you read. The explanation of each new concept is followed by a self-testing problem, and depending upon the answer you choose, you will be directed forward to new material, or backward to review what you have not understood. The unit contains a total of ten chapters, which *must be studied in the order in which they are presented*. Begin with Chapter 1 and follow the instructions on each page. Read only the pages to which you are directed, and do not skip any chapters. Work at your own pace, and do not worry about whether or not you are progressing at the same rate as others in the class. You may spend a few days to complete the unit, or as long as several weeks. There is no "correct" length of time.

This text is specifically designed for upperclassmen doing research for term papers, and the examples have been selected with advanced research for academic disciplines in mind. The unit is *not* an introduction to the library such as you might have had in high school or as a college freshman. It will show you more than just how and where to find information; it emphasizes making critical and evaluative judgments about the materials that you uncover. This text presumes that you have a nodding acquaintance with libraries, and are already familiar with such basic things as call numbers, *Encyclopedia Britannica*, and *Reader's Guide to Periodical Literature.* If you have managed to avoid setting foot in the Library until now, take a private tour, or present yourself at the Reference Desk and confess. A librarian will be glad to show you around and answer your questions.

By the time you complete this unit, you will have acquired skills that will make your life as a student considerably easier. We hope that you will find the learning process interesting and easy as well.

Go on to the next page.

Chapter 1

SELECTING A TOPIC

You have probably noticed by now that the hardest part of writing anything is getting that first paragraph (sometimes even the first sentence) down on paper. Research poses the same kind of situation, in that the hardest part is often just deciding on a topic to write about. Once you know what you want to investigate, you're in business.

Even though it may seem almost self-evident, your first consideration in choosing a topic should be to select an area that interests you. You will have to live with your choice for several weeks of hunting for information, reading, and writing. If you can satisfy your own curiosity in the process of fulfilling the assignment, so much the better! You will certainly enjoy the process more, and your interest will provide the motivation and momentum to carry you through the research and writing. You may prefer to research an area related to your major field of study or future career; on the other hand, if you have always wondered why black holes exist in space, a research paper presents a good opportunity for an investigation.

Go on to page 2.

Your second consideration should be whether or not it is possible to cover the topic adequately within the page limits set by your instructor. Keep in mind the difference between writing an essay, which is limited in scope only by your imagination, and a research paper, which must be documented and supported by evidence. No matter how good your intentions, there are some subjects that you just can't adequately research and summarize in a few pages. Whole books have been written about such broad topics as remedial reading or curriculum planning; you won't even be able to scratch the surface in a small research paper. But you could focus on a particular aspect of remedial reading, such as remedial clinics, or on curriculum planning in language arts for gifted children. These small pieces of larger wholes are manageable enough for you to deal with in a research paper. The problem, of course, is how to identify these small manageable parts when you're not yet an expert on the subject.

In most situations, there is an easy way and a hard way to proceed, and research is no exception. We are firm believers in doing things the easy way, and will take every opportunity, in the chapters of this unit, to point out shortcuts and timesavers. The process of selecting a topic is a good place to start saving time. Most of you have probably always used an inefficient methods. For example, you are assigned to write a paper for you educational psychology class, so you check out a stack of books on some broad subject like intelligence and start reading, hoping to come across something that will give you an idea for a topic. There is nothing wrong with this approach--if you have time on your hands. For those of you who don't, there is a much faster way. You can get a quick and concise overview of a field by consulting a SUBJECT ENCYCLOPEDIA. The subject encyclopedia will show you the whole picture, so that you can then decide which little corner of it to tackle in your research paper.

Go on to page 3.

Unlike the general encyclopedias (Britannica, Americana) that you have used for years, a subject encyclopedia concentrates on a specific field of knowledge, which it analyzes in much greater depth and detail than you will find in a general encyclopedia. Nearly every area of knowledge is covered by some sort of subject encyclopedia, which may run from one to several volumes. Some useful encyclopedias in the education field are:

The Encyclopedia of Education	REF LB 15 .E47
The International Encyclopedia of Higher Education	REF LB 15 I57
Encyclopedia of Educational Research	REF LB 15 .E48 1982

You may also find it helpful in some cases to consult the following psychology encyclopedias:

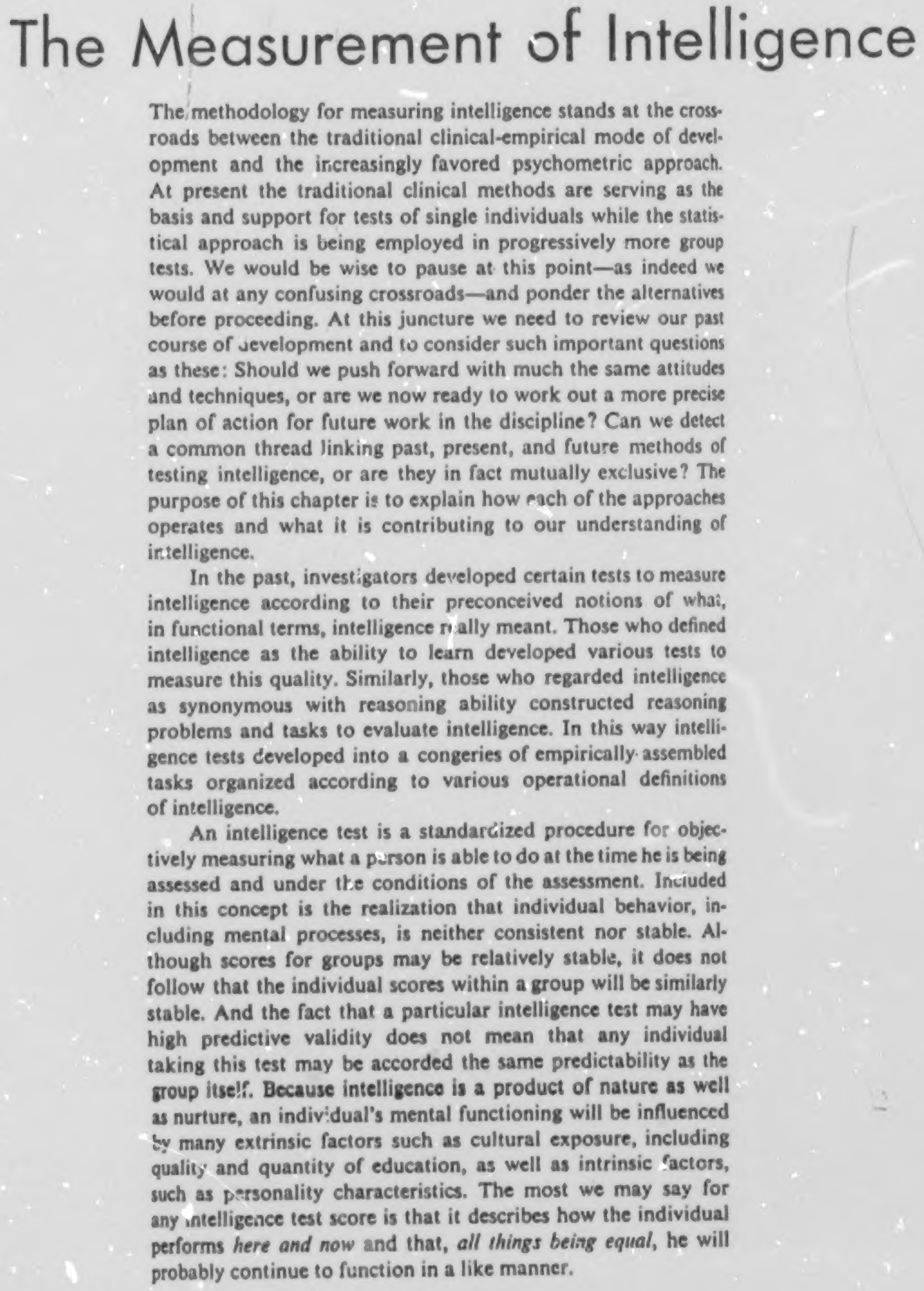
Encyclopedia of Psychology	REF BF 31 .E522
The Encyclopedia of Human Behavior	REF BF 31 .G6
Handbook of General Psychology	REF BF 121 .W63

A subject encyclopedia can help you select a topic by:

- -- providing an overview of your subject, including history, development and recent trends
- -- defining the subfields and divisions of the subject, the component parts which make up the whole
- -- using cross-references to point out the subject's relationship to similar topics

Go on to page 4.

If we go back to our intelligence example, and look up this subject in Handbook of General Psychology, we find an analytical article which explains the origin of the term and identifies the important elements.



The Measurement of Intelligence

The methodology for measuring intelligence stands at the crossroads between the traditional clinical-empirical mode of development and the increasingly favored psychometric approach. At present the traditional clinical methods are serving as the basis and support for tests of single individuals while the statistical approach is being employed in progressively more group tests. We would be wise to pause at this point—as indeed we would at any confusing crossroads—and ponder the alternatives before proceeding. At this juncture we need to review our past course of development and to consider such important questions as these: Should we push forward with much the same attitudes and techniques, or are we now ready to work out a more precise plan of action for future work in the discipline? Can we detect a common thread linking past, present, and future methods of testing intelligence, or are they in fact mutually exclusive? The purpose of this chapter is to explain how each of the approaches operates and what it is contributing to our understanding of intelligence.

In the past, investigators developed certain tests to measure intelligence according to their preconceived notions of what, in functional terms, intelligence really meant. Those who defined intelligence as the ability to learn developed various tests to measure this quality. Similarly, those who regarded intelligence as synonymous with reasoning ability constructed reasoning problems and tasks to evaluate intelligence. In this way intelligence tests developed into a congeries of empirically assembled tasks organized according to various operational definitions of intelligence.

An intelligence test is a standardized procedure for objectively measuring what a person is able to do at the time he is being assessed and under the conditions of the assessment. Included in this concept is the realization that individual behavior, including mental processes, is neither consistent nor stable. Although scores for groups may be relatively stable, it does not follow that the individual scores within a group will be similarly stable. And the fact that a particular intelligence test may have high predictive validity does not mean that any individual taking this test may be accorded the same predictability as the group itself. Because intelligence is a product of nature as well as nurture, an individual's mental functioning will be influenced by many extrinsic factors such as cultural exposure, including quality and quantity of education, as well as intrinsic factors, such as personality characteristics. The most we may say for any intelligence test score is that it describes how the individual performs *here and now* and that, *all things being equal*, he will probably continue to function in a like manner.

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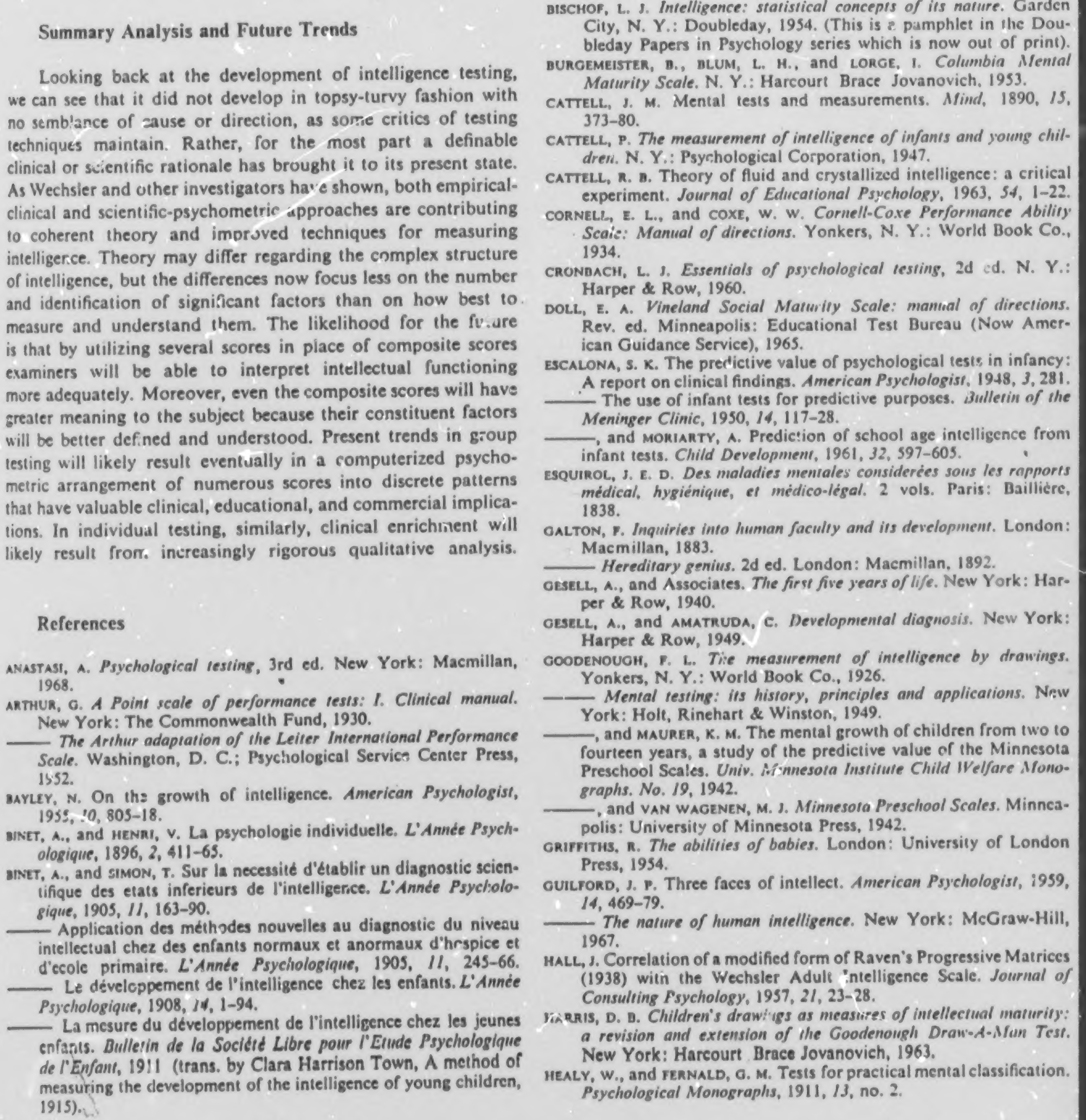
FIGURE 1. Handbook of General Psychology, 1973. p. 656.

Go on to page 5.

It concludes, fourteen pages later, with a suggested bibliography for further reading.



Summary Analysis and Future Trends

Looking back at the development of intelligence testing, we can see that it did not develop in topsy-turvy fashion with no semblance of cause or direction, as some critics of testing techniques maintain. Rather, for the most part a definable clinical or scientific rationale has brought it to its present state. As Wechsler and other investigators have shown, both empirical-clinical and scientific-psychometric approaches are contributing to coherent theory and improved techniques for measuring intelligence. Theory may differ regarding the complex structure of intelligence, but the differences now focus less on the number and identification of significant factors than on how best to measure and understand them. The likelihood for the future is that by utilizing several scores in place of composite scores examiners will be able to interpret intellectual functioning more adequately. Moreover, even the composite scores will have greater meaning to the subject because their constituent factors will be better defined and understood. Present trends in group testing will likely result eventually in a computerized psychometric arrangement of numerous scores into discrete patterns that have valuable clinical, educational, and commercial implications. In individual testing, similarly, clinical enrichment will likely result from increasingly rigorous qualitative analysis.

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FIGURE 2. Handbook of General Psychology, 1973. p. 669.

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The intervening text explains the different aspects of the subject, and identifies key concepts.

Clinical-Empirical Individual Tests

The historical antecedents to modern intelligence testing derive from three sources, all of them empirically based. One source is a composite of Itard's (1801) work in mental retardation especially the techniques used in his study of "The Wild Boy of Aveyron" and Esquirol's (1838) investigations and their joint influence on the tests developed by Seguin (1866). The second antecedent derives from Sir Francis Galton's (1883) attempts to measure mental functions in his anthropometric laboratory in London. Here various individual tests, which were mainly sensory discrimination tasks, were utilized for assessing individual differences. Galton was also interested in investigating "hereditary faculties," with special focus on the study of "genius" (1892). He invented the notion of correlation which, with Pearson's improvement, became an important tool in the development and use of intelligence tests. The contributions of Cattell (1890) constitute the third source. It was he who first used the term "mental tests" in 1890. Essentially his series of tests represented a fusion of his earlier work under Wundt on reaction time, which the two considered a mental function, and his subsequent study with Galton on tests of discrimination and imagery. His work achieved a synthesis of objectivity and focus on individual differences.

While these three sources were the main forces shaping intelligence testing, other investigators contributed much of use. Peterson (1925) has noted the pioneering efforts of Kraepelin and his student Oehrn as well as the contributions of Ebbinghaus, Munsterberg, and J. A. Gilbert. Their efforts failed mainly because these investigators all tended to regard intelligence as a single entity that could be measured by a specific test or a few simple tasks; moreover, their standards were too subjective and arbitrary.

Binet and Henri (1896) criticized this simplistic approach. They conceptualized eleven mental faculties and specified tests for measuring each process. Binet, together with Simon, incorporated many of these tests into a scale that became the first successful attempt at measuring intelligence. The first version of the Binet-Simon scale, published in 1905, consisted of thirty assorted tasks. These covered such functions as memory, reasoning, attention, judgment, and discrimination. Because the scale was devised to distinguish between those who were mentally retarded and those who were not, it was organized to range from very simple to average or normal tasks. After the examiners determined the average number of items children at different age levels were able to complete correctly, their test could then determine whether a particular child was intellectually average for his age, and, if not, the extent to which he was retarded or accelerated.

On the basis of their initial findings Binet and Simon developed a revised test in 1908 and another in 1911. The tasks were now arranged into age groups based on which tasks could be performed by a majority of children in each age group. Through their work on this scale Binet and Simon made several valuable contributions to the measurement of intelligence. Their findings established (1) that intelligence could be studied objectively by standardized tasks; (2) a collection of tasks comprising a scale was a more effective measure than any single test or task; and (3) intelligence increases with age. The average seven-year-old, for instance, can do more complicated things than the average four-year-old, and with each year the child is able to do more and better. The average five-year-old will be able to copy a square but not a diamond, as can the average seven-year-old. The average four-year-old will be able to repeat only three digits, the average seven-year-old, five. From this developmental experience Binet and Simon fashioned their fourth important contribution, the concept of mental age.

A person's mental age is independent of his chronological age. In the 1908 revision mental age was determined as being the highest age level at which the subject failed only one test item. For example, a six-year-old who failed only one item at age seven and two at age eight was designated as mental age seven. However, an additional year of mental age could be earned for every five tasks he completed correctly beyond the seven-year level. In the 1911 revision every age level contained five items, each item having a value of two-tenths of a year. This value of .2 multiplied by the number of items passed beyond the base age created a product that when added to the basal year resulted in the mental age. Thus, in the illustration just given, the child's mental age would be exactly 7.4 years, since it represents the sum of 6 years basal plus .2 year for each of the four items passed at age seven and the three items at age eight. In the same year (1912) both Stern and Kuhlmann proposed the idea of an intelligence quotient that was based on the ratio of mental age to chronological age as follows:

$$\mathrm{IQ} = \frac{\text{mental age}}{\text{chronological age}} \times 100$$

The Stanford-Binet Scale

The most successful of various revisions of the Binet-Simon scales was published in 1916 by Terman and became known as the Stanford-Binet (Terman 1916). It was a new test in every respect, with new items, administration procedures, and scoring techniques. One basic feature was that this scale was properly standardized on a large native-born white population of about one thousand children and four hundred adults carefully screened for age, geographic distribution, and education. It was also well standardized in the way it was to be administered so that it would be the same test for all.

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FIGURE 3. Handbook of General Psychology, 1973. p. 657.

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This analytical breakdown makes it simple to choose one particular facet of a large subject.

You move from the general → intelligence

to   to

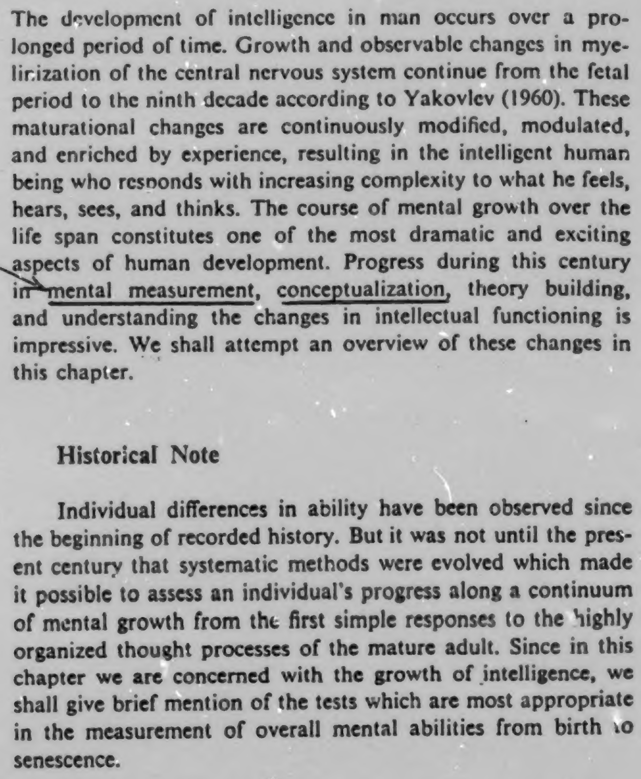
Individual tests

the specific →   to

Stanford-Binet Scale

Subject encyclopedias serve another useful purpose. In some of the chapters which follow, we will discuss the problem of SUBJECT HEADINGS, or finding the appropriate words to use in searching for information about your topic. Subject encyclopedias can help you get started by explaining the synonums (some of which may never have occurred to you) used to describe your topic. Make a note of these synonyms as you find them in the text.

synonyms



The development of intelligence in man occurs over a prolonged period of time. Growth and observable changes in myelinization of the central nervous system continue from the fetal period to the ninth decade according to Yakovlev (1960). These maturational changes are continuously modified, modulated, and enriched by experience, resulting in the intelligent human being who responds with increasing complexity to what he feels, hears, sees, and thinks. The course of mental growth over the life span constitutes one of the most dramatic and exciting aspects of human development. Progress during this century in mental measurement, conceptualization, theory building, and understanding the changes in intellectual functioning is impressive. We shall attempt an overview of these changes in this chapter.

Historical Note

Individual differences in ability have been observed since the beginning of recorded history. But it was not until the present century that systematic methods were evolved which made it possible to assess an individual's progress along a continuum of mental growth from the first simple responses to the highly organized thought processes of the mature adult. Since in this chapter we are concerned with the growth of intelligence, we shall give brief mention of the tests which are most appropriate in the measurement of overall mental abilities from birth to senescence.

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FIGURE 4. Handbook of General Psychology, 1973. p. 664

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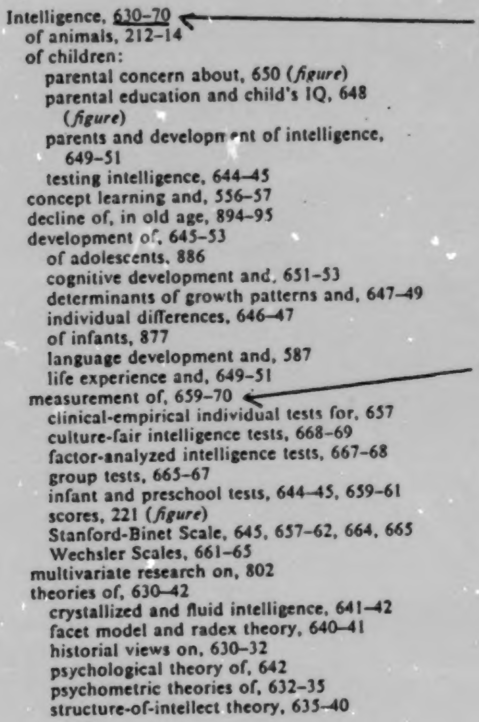
Finally, be advised that the way you have probably always used an encyclopedia, thumbing through the pages until you find your subject, is another example of the inefficient way to proceed. Always start by locating your subject in the index first, because the index will point out articles about related subjects which also happen to mention the subject which you are investigating.



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    scores, 221 (*figure*)
    Stanford-Binet Scale, 645, 657–62, 664, 665
    Wechsler Scales, 661–65
  multivariate research on, 802
  theories of, 630–42
    crystallized and fluid intelligence, 641–42
    facet model and radex theory, 640–41
    historial views on, 630–32
    psychological theory of, 642
    psychometric theories of, 632–35
    structure-of-intellect theory, 635–40

pages in other articles which deal with intelligence (in this case, a whole section!)

pages on which article on intelligence measurement begins

FIGURE 5. Handbook of General Psychology, 1973. p. 996.

Go on to page 9.

BEST COPY AVAILABLE

Which of the following subjects would be a manageable topic for a research paper of six to eight pages?

a) Science education (Turn to page 10)

b) Assertive discipline in the classroom (Turn to page 11)

c) History of the United States public school system (Turn to page 12)

Well, "Science education" is admittedly narrower than just "Education," but it's still a big subject. Are you planning to cover all the sciences and all grades? Go back to page 2 and review the first paragraph. Then try the question again.

Excellent, you chose one small aspect of the larger subject of discipline.

If you feel fairly certain that you understand how to select a topic, you may go on to Chapter 2.

There were public schools in Massachusetts before the Revolutionary War, and that's a lot of time to cover in a few pages. Review page 2 and try the question again.

Chapter 2

FINDING BIBLIOGRAPHIES

Once you have selected your topic, you are ready to begin the search for information. At this point, most people go directly to the card catalog to look for books. While there is nothing inherently "wrong" with this approach, it does have one important limitation. A card catalog lists only those books which are available in any given library. The smaller the library, the less you will be able to find out about your topic.

A more comprehensive approach at this early stage of your research is to look for BIBLIOGRAPHIES of your topic. A bibliography is simply a list of books and articles about a given subject, the same kind of list that you will add to your research paper to indicate the sources of your information. While the bibliography for your research paper will be short, some bibliographies try to identify everything ever written about a subject, and are so long that they are published as books.

A bibliography can help you in two important ways:

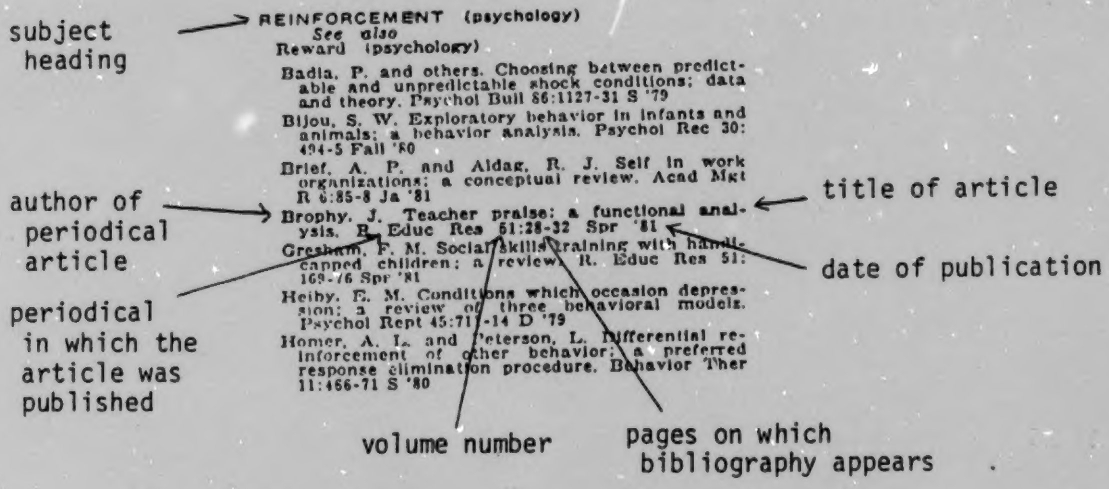
(1) It identifies all the important books and articles that have been written about your subject, so that you can make Interlibrary Loan requests for those that are unavailable in our library.

(2) It saves you time. Since someone has already spent hours uncovering sources of information about your subject, you don't have to.

Go on to page 2.

You can find bibliographies by using Bibliographic Index, which lists bibliographies published as books or as parts of books, pamphlets, and periodical articles. Both English and foreign language bibliographies are included, and each one contains at least fifty items; shorter bibliographies are not included. Bibliographic Index is published in two semiannual issues, which are cumulated (combined) in one volume at the end of the year.

In order to find bibliographies on a subject such as reinforcement, an important concept in behavior modification. we would first look up the term in the most recent volume of Bibliographic Index, and then in the preceding volumes. Each source listed under the subject heading "Reinforcement (psychology)" is called an ENTRY. The entries under the sample below show bibliographies that are included in ten periodical articles. The parts of an entry are indicated by arrows.


subject heading
author of periodical article
periodical in which the article was published
title of article
date of publication
volume number
pages on which bibliography appears

REINFORCEMENT (psychology)
See also
Reward (psychology)

Badia, P. and others. Choosing between predictable and unpredictable shock conditions; data and theory. Psychol Bull 86:1127-31 S '79

Bijou, S. W. Exploratory behavior in infants and animals; a behavior analysis. Psychol Rec 30: 494-5 Fall '80

Brief, A. P. and Aldag, R. J. Self in work organizations; a conceptual review. Acad Mgt R 6:85-8 Ja '81

Brophy, J. Teacher praise; a functional analysis. R Educ Res 51:28-32 Spr '81

Gresham, F. M. Social skills training with handicapped children; a review. R. Educ Res 51: 169-76 Spr '81

Heiby, E. M. Conditions which occasion depression; a review of three behavioral models. Psychol Rept 45:711-14 D '79

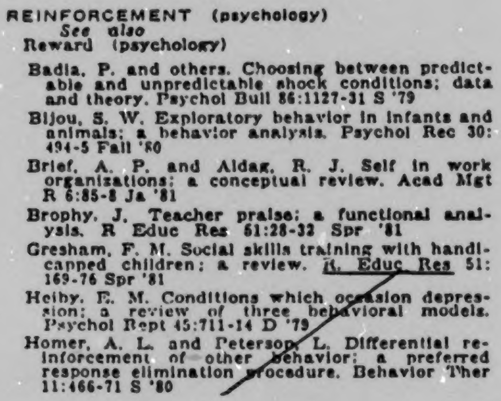
Homer, A. L. and Peterson, L. Differential reinforcement of other behavior; a preferred response elimination procedure. Behavior Ther 11:466-71 S '80

FIGURE 6. Bibliographic Index, 1981. p. 518.

Go on to page 3.

BEST COPY AVAILABLE

The titles of periodicals are often abbreviated in the entry; you will have to check the list of abbreviations at the front of the volume to get the full title.



REINFORCEMENT (psychology)
See also
Reward (psychology)

Badia, P. and others. Choosing between predictable and unpredictable shock conditions; data and theory. Psychol Bull 86:1127-31 S '79

Bijou, S. W. Exploratory behavior in infants and animals; a behavior analysis. Psychol Rec 30: 494-5 Fall '80

Brief, A. P. and Aldag, R. J. Self in work organizations; a conceptual review. Acad Mgt R 6:85-8 Ja '81

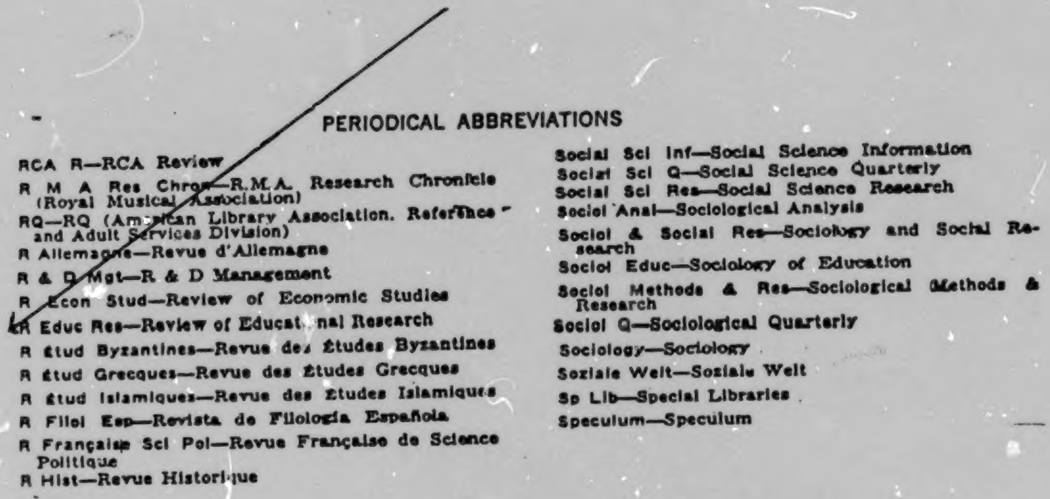
Brophy, J. Teacher praise; a functional analysis. R Educ Res 51:28-32 Spr '81

Gresham, F. M. Social skills training with handicapped children; a review. R Educ Res 51: 169-76 Spr '81

Heiby, E. M. Conditions which occasion depression; a review of three behavioral models. Psychol Rept 45:711-14 D '79

Homer, A. L. and Peterson, L. Differential reinforcement of other behavior; a preferred response elimination procedure. Behavior Ther 11:466-71 S '80

FIGURE 7 (a). Bibliographic Index, 1981. p. 518.



PERIODICAL ABBREVIATIONS

RCA R—RCA Review
R M A Res Chron—R.M.A. Research Chronicle (Royal Musical Association)
RQ—RQ (American Library Association. Reference and Adult Services Division)
R Allemagne—Revue d'Allemagne
R & D Mgt—R & D Management
R Econ Stud—Review of Economic Studies
R Educ Res—Review of Educational Research
R Étud Byzantines—Revue des Études Byzantines
R Étud Grecques—Revue des Études Grecques
R Étud Islamiques—Revue des Études Islamiques
R Filol Esp—Revista de Filología Española
R Française Sci Pol—Revue Française de Science Politique
R Hist—Revue Historique

Social Sci Inf—Social Science Information
Social Sci Q—Social Science Quarterly
Social Sci Res—Social Science Research
Sociol Anal—Sociological Analysis
Sociol & Social Res—Sociology and Social Research
Sociol Educ—Sociology of Education
Sociol Methods & Res—Sociological Methods & Research
Sociol Q—Sociological Quarterly
Sociology—Sociology
Soziale Welt—Soziale Welt
Sp Lib—Special Libraries
Speculum—Speculum

FIGURE 7 (b). Bibliographic Index, 1981. p. xi.

Probably you have noticed by now that with Bibliographic Index you accomplish two purposes with one step. You find a book or periodical article in which you can read about your topic, and at the same time get a bibliography of additional sources to consult.

Go on to page 4.

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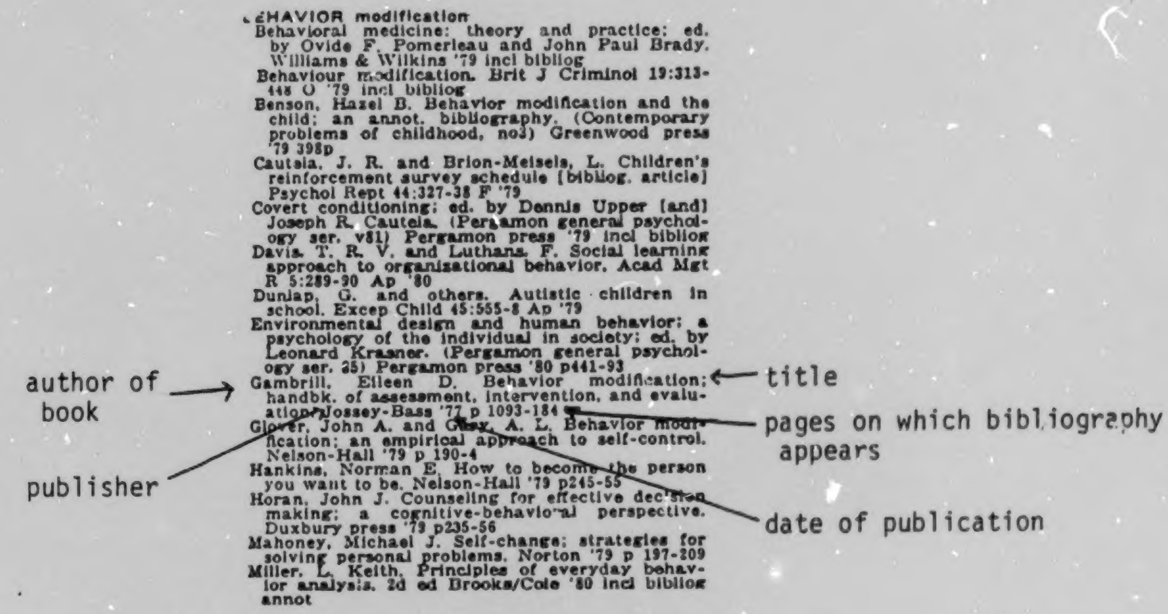
An entry in Bibliographic Index for a bibliography published as part of a book would appear as follows:


author of book
title
pages on which bibliography appears
publisher
date of publication

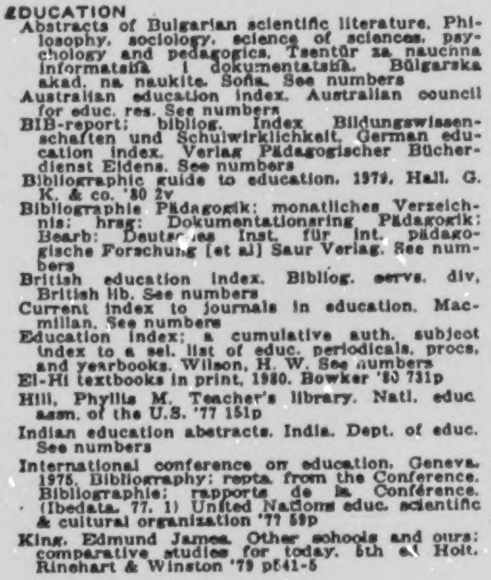
BEHAVIOR modification
Behavioral medicine: theory and practice: ed. by Ovide F. Pomerleau and John Paul Brady. Williams & Wilkins '79 incl bibliog
Behaviour modification. Brit J Criminol 19:313-448 O '79 incl bibliog
Benson, Hazel B. Behavior modification and the child: an annot. bibliography. (Contemporary problems of childhood, no3) Greenwood press '79 398p
Cautela, J. R. and Brion-Meisels, L. Children's reinforcement survey schedule [bibliog. article] Psychol Rept 44:327-38 F '79
Covert conditioning; ed. by Dennis Upper [and] Joseph R. Cautela. (Pergamon general psychology ser. v81) Pergamon press '79 incl bibliog
Davis, T. R. V. and Luthans, F. Social learning approach to organizational behavior. Acad Mgt R 5:289-90 Ap '80
Dunlap, G. and others. Autistic children in school. Excep Child 45:555-8 Ap '79
Environmental design and human behavior: a psychology of the individual in society; ed. by Leonard Krasner. (Pergamon general psychology ser. 35) Pergamon press '80 p441-93
Gambrill, Eileen D. Behavior modification; handbk. of assessment, intervention, and evaluation. Jossey-Bass '77 p 1093-184
Glover, John A. and Gary, A. L. Behavior modification; an empirical approach to self-control. Nelson-Hall '79 p 190-4
Hankins, Norman E. How to become the person you want to be. Nelson-Hall '79 p245-55
Horan, John J. Counseling for effective decision making: a cognitive-behavioral perspective. Duxbury press '79 p235-56
Mahoney, Michael J. Self-change; strategies for solving personal problems. Norton '79 p 197-209
Miller, L. Keith. Principles of everyday behavior analysis. 2d ed Brooks/Cole '80 incl bibliog annot

FIGURE 8. Bibliographic Index, 1981. p. 59.

Go on to page 5.

BEST COPY AVAILABLE

Although most of the bibliographies in Bibliographic Index are attached to a book or periodical article about the subject, you will also find some which have been independently published as books or pamphlets.


EDUCATION
Abstracts of Bulgarian scientific literature. Philosophy, sociology, science of sciences, psychology and pedagogics. Tsentŭr za nauchna informatsii͡a i dokumentatsii͡a. Bŭlgarska akad. na naukite. Sofia. See numbers
Australian education index. Australian council for educ. res. See numbers
BIB-report; bibliog. Index Bildungswissenschaften und Schulwirklichkeit. German education index. Verlag Pädagogischer Bücherdienst Eidens. See numbers
Bibliographic guide to education, 1979. Hall. G. K. & co. '80 2v
Bibliographie Pädagogik: monatliches Verzeichnis; hrsg: Dokumentationsring Pädagogik; Bearb: Deutsches Inst. für int. pädagogische Forschung [et al] Saur Verlag. See numbers
British education index. Bibliog. servs. div. British lib. See numbers
Current index to journals in education. Macmillan. See numbers
Education index; a cumulative auth. subject index to a sel. list of educ. periodicals, procs. and yearbooks. Wilson, H. W. See numbers
El-Hi textbooks in print, 1980. Bowker '80 731p
Hill, Phyllis M. Teacher's library. Natl. educ assn. of the U.S. '77 151p
Indian education abstracts. India. Dept. of educ. See numbers
International conference on education. Geneva. 1975. Bibliography; repts. from the Conference. Bibliographie; rapports de la Conférence. (Ibedata. 77. 1) United Nations educ. scientific & cultural organization '77 59p
King. Edmund James. Other schools and ours: comparative studies for today. 5th ed Holt. Rinehart & Winston '79 p541-5

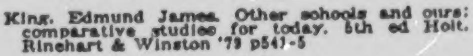
subject heading

pamphlet entry

FIGURE 9 (a). Bibliographic Index, 1981. p. 181.

You can easily tell the difference between an entry for a bibliography which is part of a book and one which is a book or pamphlet.

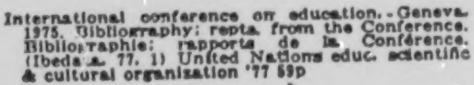
Book which includes bibliography


King. Edmund James. Other schools and ours: comparative studies for today. 5th ed Holt. Rinehart & Winston '79 p541-5

range of pages on which bibliography appears

FIGURE 9 (b). Bibliographic Index, 1981. p. 181.

Pamphlet


International conference on education. Geneva. 1975. Bibliography; repts. from the Conference. Bibliographie; rapports de la Conférence. (Ibedata. 77. 1) United Nations educ. scientific & cultural organization '77 59p

total number of pages in the entire work

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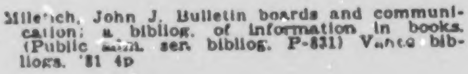
FIGURE 9 (c). Bibliographic Index, 1981. p. 181.

Go on to page 6.

Look at the two sample entries below. One is a pamphlet, the other is part of a book. Which one is the pamphlet?

(a)

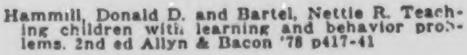


Milevich, John J. Bulletin boards and communication: a bibliog. of information in books. (Public adm. ser. bibliog. P-831) Vance bibliogs. '81 4p

Turn to page 7.

FIGURE 10. Bibliographic Index, 1981. p. 599.

(b)



Hammill, Donald D. and Bartel, Nettie R. Teaching children with learning and behavior problems. 2nd ed Allyn & Bacon '78 p417-41

Turn to page 8.

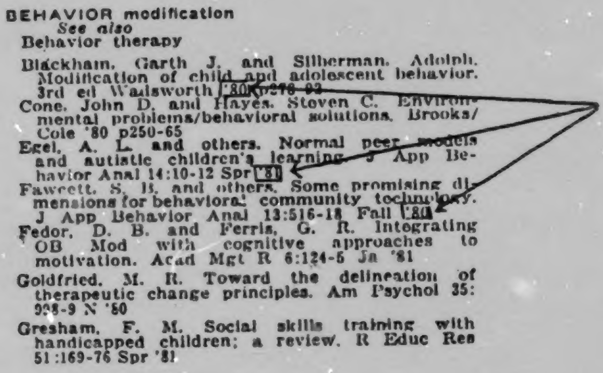
FIGURE 11. Bibliographic Index, 1981. p. 354.

Correct. Since the total number of pages is given, this entry is a separate publication. It is not part of a book or journal article.

Go on to page 9.

No, you are mistaken. Review page 5 and see if you can figure out why. Then turn to page 7 for the correct answer.

Always be sure to note the publication date of a bibilography. The older ones will not include the most recently published material.



BEHAVIOR modification
See also
Behavior therapy

Blackham, Garth J. and Silberman, Adolph. Modification of child and adolescent behavior. 3rd ed Wadsworth '80 p278-93
Cone, John D. and Hayes, Steven C. Environmental problems/behavioral solutions. Brooks/Cole '80 p250-65
Egel, A. L. and others. Normal peer models and autistic children's learning. J App Behavior Anal 14:10-12 Spr '81
Fawcett, S. B. and others. Some promising dimensions for behavioral community technology. J App Behavior Anal 13:516-18 Fall '80
Fedor, D. B. and Ferris, G. R. Integrating OB Mod with cognitive approaches to motivation. Acad Mgt R 6:124-5 Ja '81
Goldfried, M. R. Toward the delineation of therapeutic change principles. Am Psychol 35: 938-9 N '80
Gresham, F. M. Social skills training with handicapped children; a review. R Educ Res 51:169-76 Spr '81

publication dates

FIGURE 12. Bibliographic Index, 1981. p. 59.

Then, after you have the bibliography in hand, check the introduction or preface to determine the SCOPE, the limits that the author set for himself in compiling the work. Some bibliographies are limited to materials published within a particular span of years (e.g. 1970-1980) or to a particular format (e.g. books but not periodical articles). Some bibliographies are comprehensive, covering enerything ever published about the subject; others are selective, and include only publications which the author considers most important.

Once you have compiled a list of bibliographies on your topic, you can find out which ones are available in our Library by looking in the card catalog. In order to use the catalog effectively, you will need to understand some of its special features. Answer the questions about using Bibliographic Index which appear on page 10, and then turn to Chapter 3, which explains the card catalog.

NAME: ______________________________ INSTRUCTOR: ______________________________

QUESTIONS TO ANSWER IN THE LIBRARY

Look up "Classroom Management" in any recent volume of Bibliographic Index. Write the number or date of the volume you choose here ____.

1. Look at the first entry under "Classroom Management," and copy the entry exactly as it appears on the page. (If the first entry is in a foreign language, choose the next one that appears in English.)

   Is the bibliography in this entry part of a book, part of a periodical article, or a separate publication?

2. Give the author(s)

   Title of the publication.

   Date published.

   Length of bibliography.

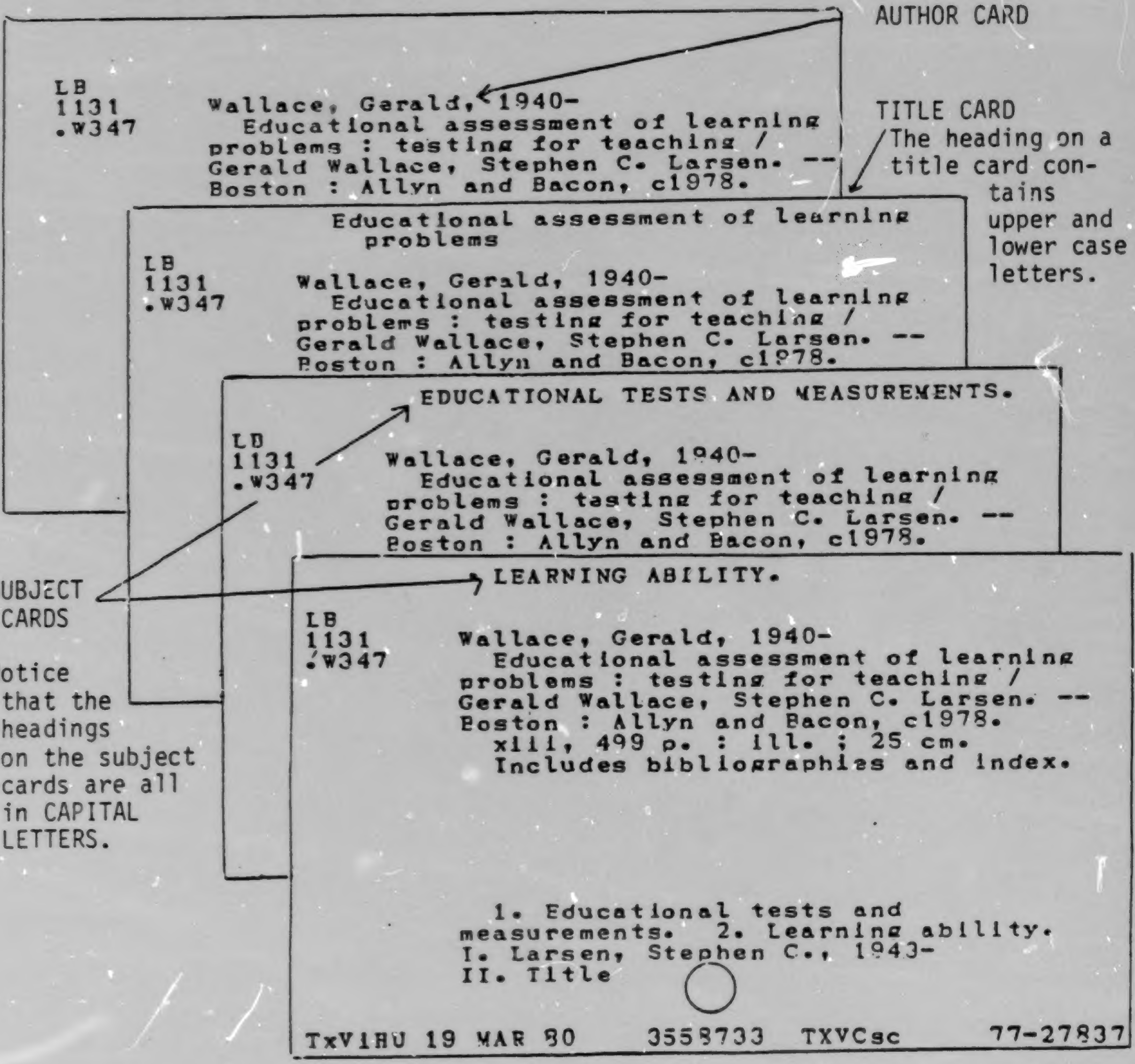
Chapter 3

THE CARD CATALOG

The card catalog is an index to all the books, audio-visual materials, and sound recordings in the library. The catalog of the VC/UHV Library is divided into two separate physical parts:

AUTHOR/TITLE CATALOG. This section contains a card for the author(s) and title of every book in the library.

SUBJECT CATALOG. Each nonfiction book in the Author/Title Catalog also has one or more cards in the Subject Catalog filed under SUBJECT HEADINGS, which describe what the book is about.



AUTHOR CARD

LB
1131
.W347
Wallace, Gerald, 1940-
Educational assessment of learning problems : testing for teaching / Gerald Wallace, Stephen C. Larsen. -- Boston : Allyn and Bacon, c1978.

TITLE CARD
The heading on a title card contains upper and lower case letters.

Educational assessment of learning problems
LB
1131
.W347
Wallace, Gerald, 1940-
Educational assessment of learning problems : testing for teaching / Gerald Wallace, Stephen C. Larsen. -- Boston : Allyn and Bacon, c1978.

EDUCATIONAL TESTS AND MEASUREMENTS.
LB
1131
.W347
Wallace, Gerald, 1940-
Educational assessment of learning problems : testing for teaching / Gerald Wallace, Stephen C. Larsen. -- Boston : Allyn and Bacon, c1978.

LEARNING ABILITY.
LB
1131
.W347
Wallace, Gerald, 1940-
Educational assessment of learning problems : testing for teaching / Gerald Wallace, Stephen C. Larsen. -- Boston : Allyn and Bacon, c1978.
xiii, 499 p. : ill. ; 25 cm.
Includes bibliographies and index.

1. Educational tests and measurements. 2. Learning ability. I. Larsen, Stephen C., 1943- II. Title

TxVIHU 19 MAR 80 3558733 TXVCsc 77-27837

SUBJECT CARDS

Notice that the headings on the subject cards are all in CAPITAL LETTERS.

We will discuss the Subject Catalog in the next chapter. For now, we will concentrate on the Author/Title Catalog.

Go on to page 2.

Even when you know the author or exact title of the book you need, you may have trouble finding it in the card catalog, unless you understand the order in which the cards are filed.

When you use a dictionary, you find the words in LETTER BY LETTER alphabetical order. Catalog cards are not filed in the same kind of letter by letter order that you are used to in a dictionary--they are filed WORD BY WORD.

The dictionary's letter by letter method ignores spaces between words in names and phrases, and treats them as though they were one continuous word. The word by word method used in card catalogs treats each word in a name, title or subject heading as a complete alphabetical unit.

For example:

WORD BY WORD (as in card catalog)	LETTER BY LETTER (as in dictionary)
San Marcos	Sandburg, Carl
sand painting	sand painting
Sandburg, Carl	sandstorm
sandstorm	San Marcos

Go on to page 3.

Libraries have developed FILING RULES to take care of some of the special problems of filing cards in the catalog. We will discuss some of the most important ones:

1. When a title begins with the articles a, an, or the, we ignore them and file the card alphabetically by the next word.

   For example: An Educational History of the Western World is filed under Educational.

2. Abbreviations are filed as though they were spelled out.

   For example: St. is filed as though it were Saint.

   Mr. is filed as though it were Mister.

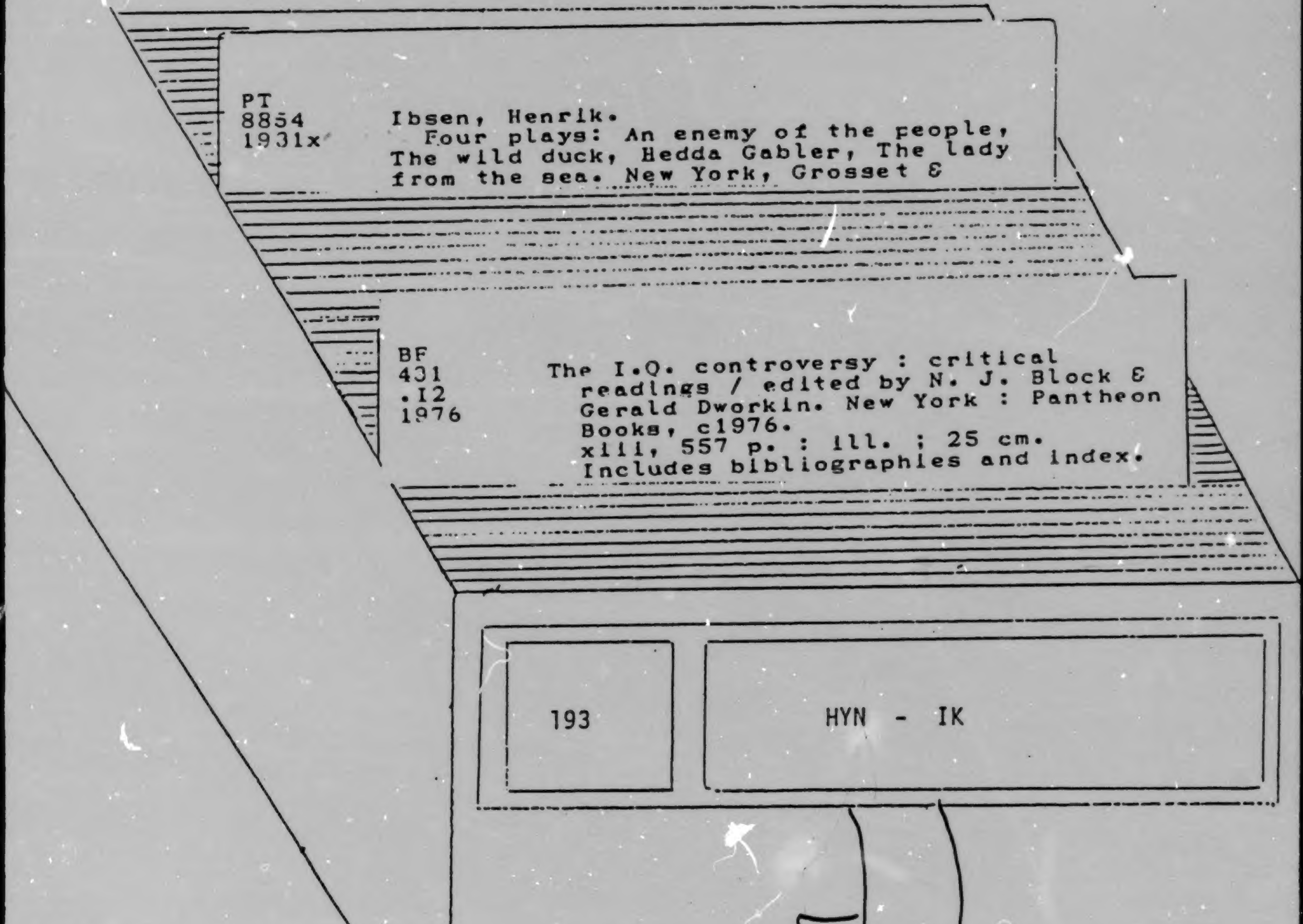
3. A proper name on an author card is filed before that same name when it appears as the first word on a title card.

   For example: Montessori, Maria is filed before the title Montessori Manual for Teachers and Parents.

Go on to page 4.

4. Initials and acronyms are filed at the beginning of each new letter of the alphabet, before any words beginning with that letter.

The catalog drawer simulation below shows that The I.Q. Controversy: Critical Readings is filed where the letter I begins in the drawer, and before Ibsen, Henrick and other authors whose names begin with I.



PT
8854
1931x

Ibsen, Henrik.
Four plays: An enemy of the people, The wild duck, Hedda Gabler, The lady from the sea. New York, Grosset &

BF
431
.I2
1976

The I.Q. controversy : critical readings / edited by N. J. Block & Gerald Dworkin. New York : Pantheon Books, c1976.
xiii, 557 p. : ill. ; 25 cm.
Includes bibliographies and index.

Go on to page 5.

5. Some libraries file numbers as though they were spelled out:

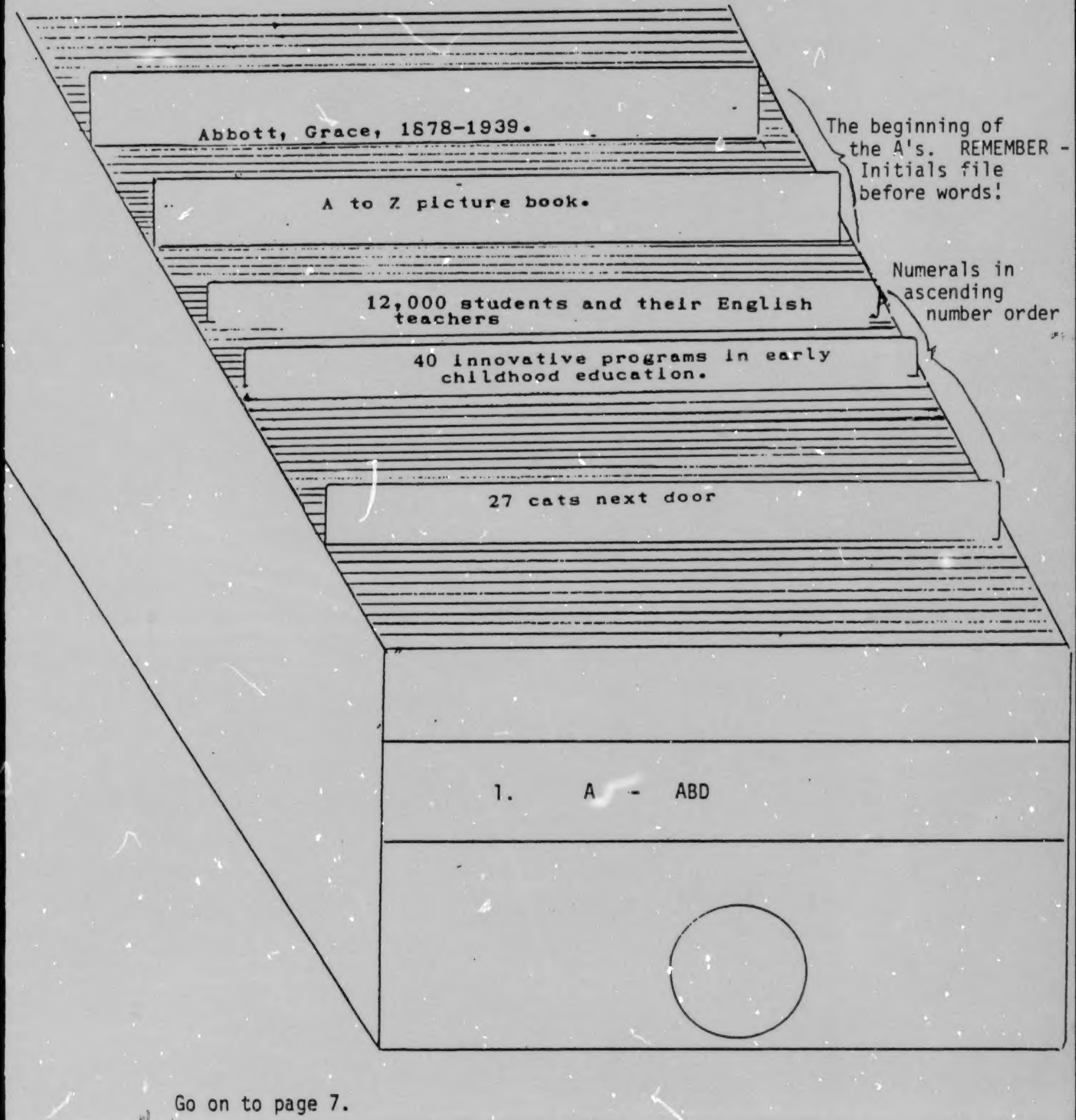
40 Innovative Programs in Early Childhood Education would be filed in the F's as though it were Forty.

In the VC/UHV catalog, however, numbers which are written as numerals are filed in numerical order in the first catalog drawer before the A's.

Therefore: 40 Innovative Programs in Early Childhood Education would be filed after 27 Cats Next Door, and before any words beginning with the letter A.

THOROUGHLY CONFUSED????

Go on to page 6 for a complete example.


Abbott, Grace, 1878-1939.
A to Z picture book.
12,000 students and their English teachers
40 innovative programs in early childhood education.
27 cats next door
1. A - ABD

The beginning of the A's. REMEMBER - Initials file before words!

Numerals in ascending number order

Go on to page 7.

Is the following filing sequence correct?

Black American Writers
Black, Stephen
Mr. Kipling's Army
Models of Moral Education
Modelski, George
Moscow Diary

Yes. (Turn to page 8)
No. (Turn to page 9)

No, you are incorrect.

Review page 7 and see if you can find your mistake. Then start again from there.

Right! The filing order was incorrect.

Is it correct now?

- Black, Stephen
- Black American Writers
- Mr. Kipling's Army
- Modelski, George
- Models of Moral Education
- Moscow Diary

Yes. (Turn to page 10)

No. (Turn to page 11)

No, you are incorrect.

We corrected one error:

Wrong:	Black American Writers
	Black, Stephen
Right:	Black, Stephen
	Black American Writers

When an author's last name and the first word of a title are the same, the author is filed first.

We made an additional error, however. Review the discussion on WORD BY WORD filing on page 2. Then turn to page 11 for the correct answer.

Good! You noticed that Models of Moral Education should come before Modelski.

Remember that you can look up a book by either its author or its title. If you do not find it under one, you should double check under the other. Catalog cards are now printed by computer, but they must still be filed by mere fumble-fingered humans, and we may have accidentally misfiled the one you are looking for.

If you feel fairly certain that you understand filing order, you may go on to page 12.

Once you have located the catalog card for the book you are seeking, you have a decision to make: you must decide whether or not the book is appropriate for your purpose. You can do this without making a trip upstairs to search for the book on the shelf, if you understand how to decipher the information on the catalog card.

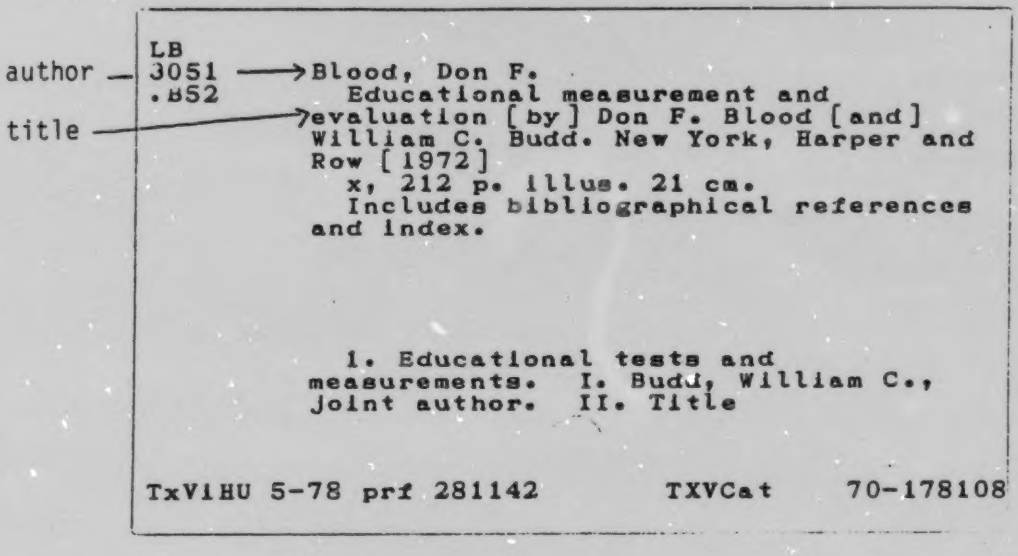
(NOTE: In the olden days, before xeroxing and computers, catalog cards had to be individually typed. Many libraries saved time and money by typing the full descriptive information about the book on the author card only. The author card was called the MAIN ENTRY, and title and subject cards, with minimal information, were ADDED ENTRIES. If you have looked up an older book by ones of these added entry cards, you may need to use the author card in order to get a full description of the book's contents.

Go on to page 13.

When you begin to look up books by subject headings, you may sometimes have a problem deciding what the correct author and title of the book are. This is because an author is not necessarily an individual. Governments, societies, institutions, and committees can also be authors: we call them CORPORATE AUTHORS.

The author's name, whether personal or corporate, is always printed near the first line of the call number, and the title is indented underneath it.

This is an example of a book by a personal author:

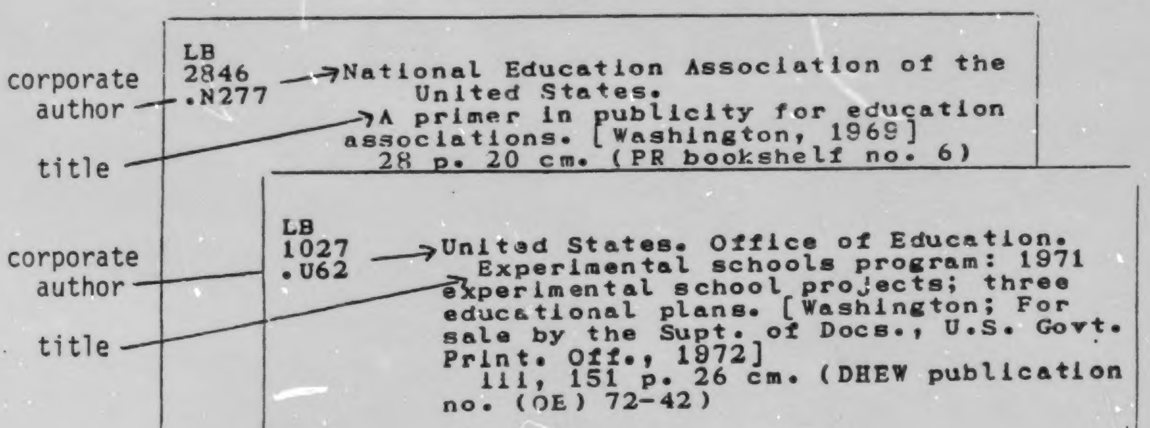


LB
3051 Blood, Don F.
.B52 Educational measurement and evaluation [by] Don F. Blood [and] William C. Budd. New York, Harper and Row [1972]
x, 212 p. illus. 21 cm.
Includes bibliographical references and index.

1. Educational tests and measurements. I. Budd, William C., joint author. II. Title

TxViHU 5-78 prf 281142 TXVCat 70-178108

These are examples of books by corporate authors:



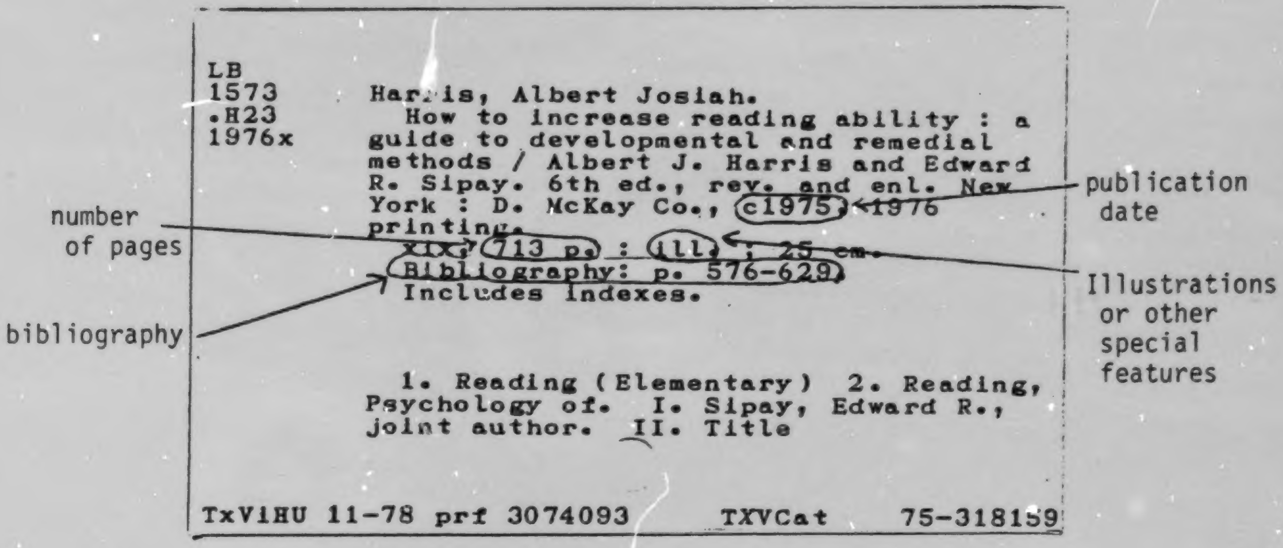
LB
2846 National Education Association of the United States.
.N277 A primer in publicity for education associations. [Washington, 1969]
28 p. 20 cm. (PR bookshelf no. 6)

LB
1027 United States. Office of Education.
.U62 Experimental schools program: 1971 experimental school projects; three educational plans. [Washington; For sale by the Supt. of Docs., U.S. Govt. Print. Off., 1972]
iii, 151 p. 26 cm. (DHEW publication no. (OE) 72-42)

1. Education--Experimental methods. 2. Education--United States--1965- --Curricula. I. Title II. Series: United States. Dept. of Health, Education, and Welfare. DHEW publication no. (OE)72-42.

Go on to page 14.

Important items to note on a catalog card are:



LB
1573
.H23
1976x

Harris, Albert Josiah.
How to increase reading ability : a guide to developmental and remedial methods / Albert J. Harris and Edward R. Sipay. 6th ed., rev. and enl. New York : D. McKay Co., c1975, 1976 printing.
xix, 713 p. : ill. ; 25 cm.
Bibliography: p. 576-629.
Includes indexes.

1. Reading (Elementary) 2. Reading, Psychology of. I. Sipay, Edward R., joint author. II. Title

TxViHU 11-78 prf 3074093 TXVCat 75-318159

1. PUBLICATION DATE. This is the year that the book first appeared in print. You may sometimes hear the terms publication, copyright, and printing referred to as though they meant the same thing. Copyright date is the year that the rights to the book were reserved, and may precede the publication date by several years. After publication, a book may go through several more printings to meet the market demand, and these will be noted after the original date.

   Be cautions about books with older publication dates because

   a) the information may no longer be accurate
      or
   b) it may be outside the scope of your topic. If you are writing a paper on a recent topic in education, such as teacher burnout, a book published in 1970 will be of little or no use to you.

2. ILLUSTRATIONS, GRAPHS, OR MAPS. If the book contains any of these, they will be noted underneath the publisher's name and publication date. If, for example, you need to include pictures in your report, choose a book on the subject which says "Illus" or "Ill" (for illustrations) on the card.

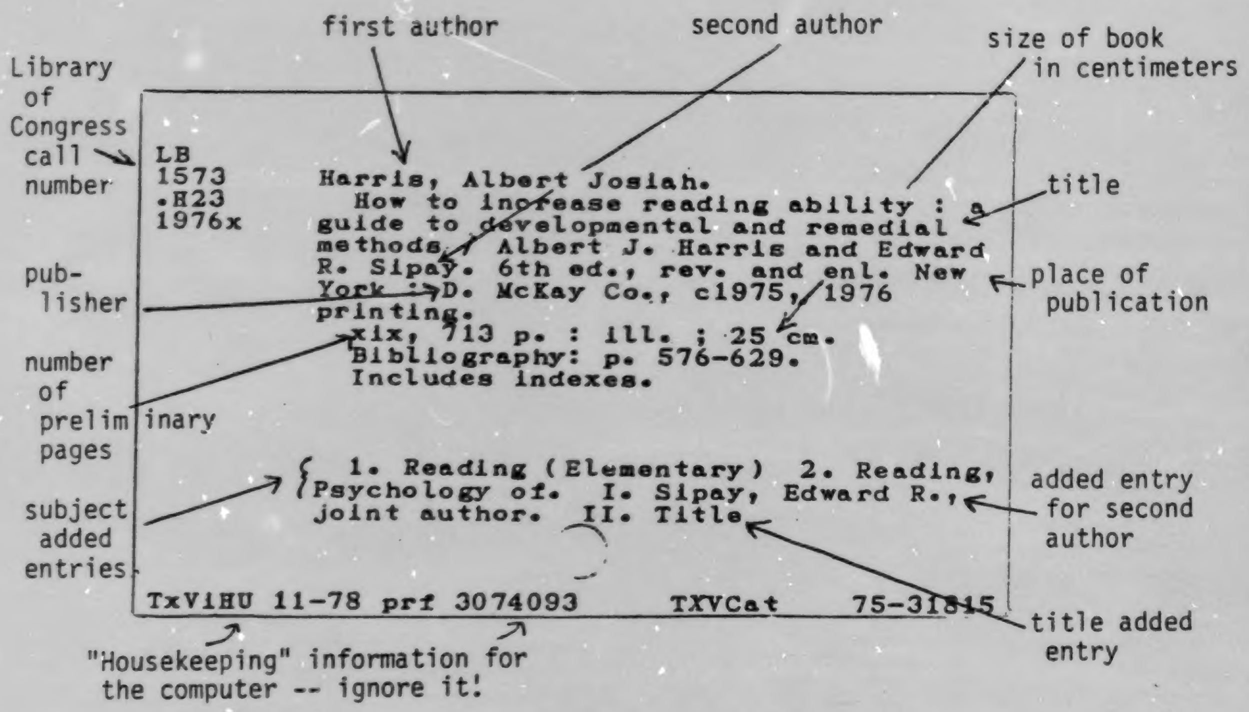
3. BIBLIOGRAPHY. This is always a lucky find. Some books contain a list of sources that the author used in compiling the book--and you can use them too!

4. NUMBER OF PAGES. If you don't have time to read a 1500 page treatise on your subject, pick a shorter book. The number of pages is always given.

Go on to page 15.

Just in case you're curious, we will point out all the mysterious things you can learn about a book without going to the trouble of checking it out.

(RELAX! You don't have to memorize it!)



LB
1573
.H23
1976x

Harris, Albert Josiah.
How to increase reading ability : a guide to developmental and remedial methods / Albert J. Harris and Edward R. Sipay. 6th ed., rev. and enl. New York : D. McKay Co., c1975, 1976 printing.
xix, 713 p. : ill. ; 25 cm.
Bibliography: p. 576-629.
Includes indexes.

1. Reading (Elementary) 2. Reading, Psychology of. I. Sipay, Edward R., joint author. II. Title

TxVIHU 11-78 prf 3074093 TXVCat 75-31815

first author
second author
size of book in centimeters
Library of Congress call number
title
publisher
place of publication
number of preliminary pages
subject added entries
added entry for second author
title added entry
"Housekeeping" information for the computer -- ignore it!

If you're observant, you may have noticed by now that on some cards there is an easy way to distinguish authors and titles. Since the mid-1970's, catalog cards have followed International Standard Bibliographic Description (ISBD) format. On ISBD cards the author's name follows the title, and is separated from it by a " / ". Using the above example:

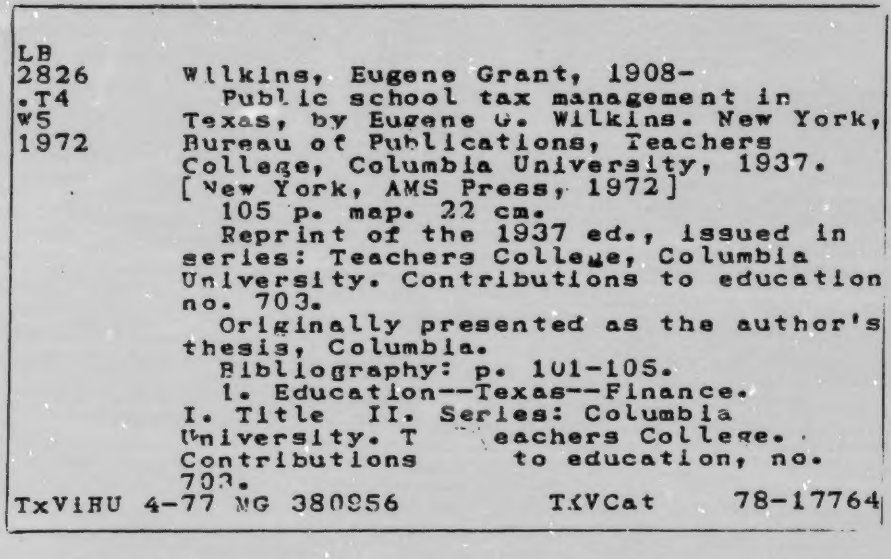
Title / Author(s)

How to increase reading ability : a guide ... / Albert J. Harris ...

Go on to page 16.

You are researching a paper on school tax management in Texas, and you would like to include a map of the various districts involved.

Would this book help you?

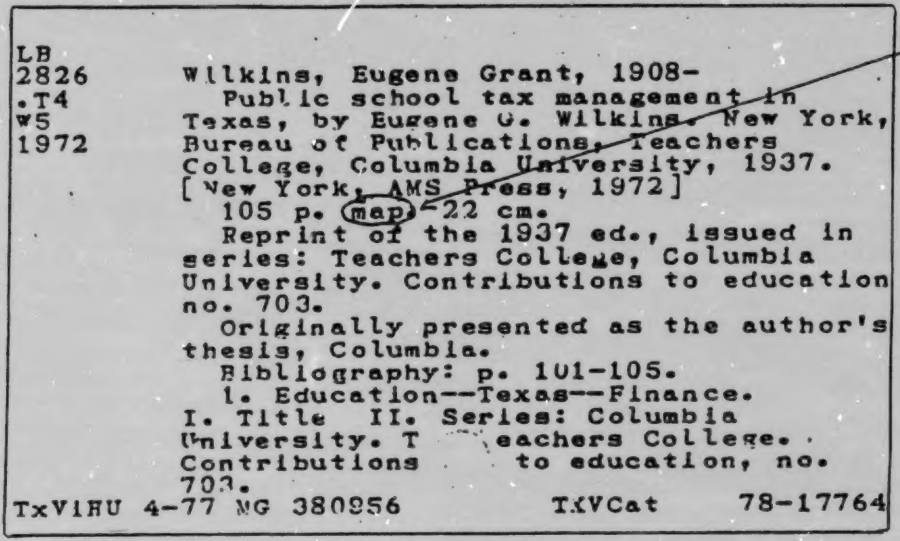


LB
2826 Wilkins, Eugene Grant, 1908-
.T4 Public school tax management in
W5 Texas, by Eugene G. Wilkins. New York,
1972 Bureau of Publications, Teachers
College, Columbia University, 1937.
[New York, AMS Press, 1972]
105 p. map. 22 cm.
Reprint of the 1937 ed., issued in
series: Teachers College, Columbia
University. Contributions to education
no. 703.
Originally presented as the author's
thesis, Columbia.
Bibliography: p. 101-105.
1. Education--Texas--Finance.
I. Title II. Series: Columbia
University. Teachers College.
Contributions to education, no.
703.
TxViHU 4-77 NG 380956 TxVCat 78-17764

Yes. (Turn to page 17)

No. (Turn to page 18)

Very good! The catalog card indicates there is a map in the book.



LB
2826
.T4
W5
1972

Wilkins, Eugene Grant, 1908-
Public school tax management in Texas, by Eugene G. Wilkins. New York, Bureau of Publications, Teachers College, Columbia University, 1937. [New York, AMS Press, 1972]
105 p. map. 22 cm.
Reprint of the 1937 ed., issued in series: Teachers College, Columbia University. Contributions to education no. 703.
Originally presented as the author's thesis, Columbia.
Bibliography: p. 101-105.
1. Education--Texas--Finance. I. Title II. Series: Columbia University. Teachers College. Contributions to education, no. 703.

TxV1HU 4-77 NG 380256 TxVCat 78-17764

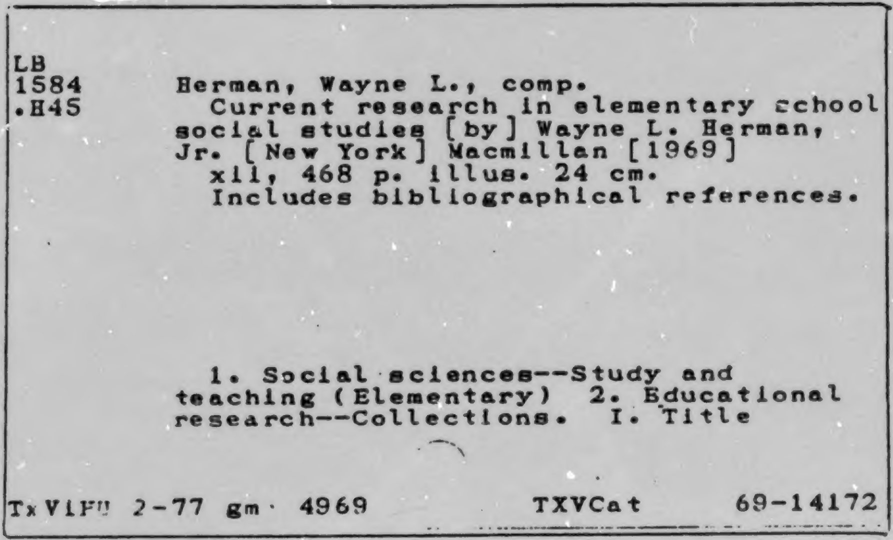
Go on to page 19.

Are you sure? Look at the card carefully, and review page 14.

Then turn to page 17.

You are looking for a book on current developments in teaching social studies in the elementary grades.

Would this book help you?



LB
1584
.H45

Herman, Wayne L., comp.
Current research in elementary school social studies [by] Wayne L. Herman, Jr. [New York] Macmillan [1969]
xii, 468 p. illus. 24 cm.
Includes bibliographical references.

1. Social sciences--Study and teaching (Elementary) 2. Educational research--Collections. I. Title

TxViFU 2-77 gm · 4969 TXVCat 69-14172

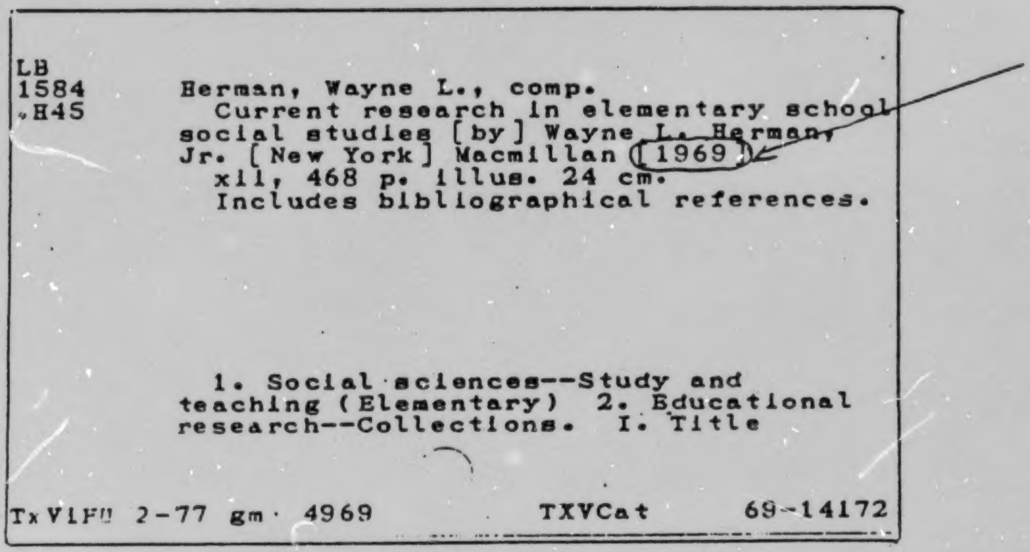
Yes. (Turn to page 20)

No. (Turn to page 21)

No, This book has one serious drawback as far as your topic is concerned.

Review page 14 and see if you can figure out what the problem is. Then turn to page 21.

Right. You noticed that the book has a 1969 publication date. The developments considered to be innovations then would now be ancient history!



LB
1584
.H45

Herman, Wayne L., comp.
Current research in elementary school social studies [by] Wayne L. Herman, Jr. [New York] Macmillan [1969]
xii, 468 p. illus. 24 cm.
Includes bibliographical references.

1. Social sciences--Study and teaching (Elementary) 2. Educational research--Collections. I. Title

TxViFU 2-77 gm · 4969 TXVCat 69-14172

If you feel relatively sure that you understand the material we have discussed in this section, you may do the exercises on page 22, and then continue on to Chapter 4.

NAME:______________________ INSTRUCTOR:______________________

QUESTIONS TO ANSWER IN THE LIBRARY

1. Look up The SAT Score Decline in the Author/Title card catalog.

   Who is the author?

2. Look up 40 Innovative Programs In Early Childhood Education.

   What is the call number?

3. Look up School Rule: A Case Study Of Participation In Budgeting In America.

   Who is the author?

   What is the date of publication?

   Is the book illustrated?

   Does it contain a bibliography?

4. Now look up The Schoolchildren Growing Up In The Slums.

   Give the call number.

   Did you find it filed before or after the card for School Rule in question 3?

Chapter 4

SUBJECT CATALOG AND SUBJECT HEADINGS

In the last chapter you learned how to find a book by its author or title in the AUTHOR/TITLE CATALOG. This is the method to use when you have a list of books, such as the bibliographies you find through Bibliographic Index, and you need to know if they are available in our library.

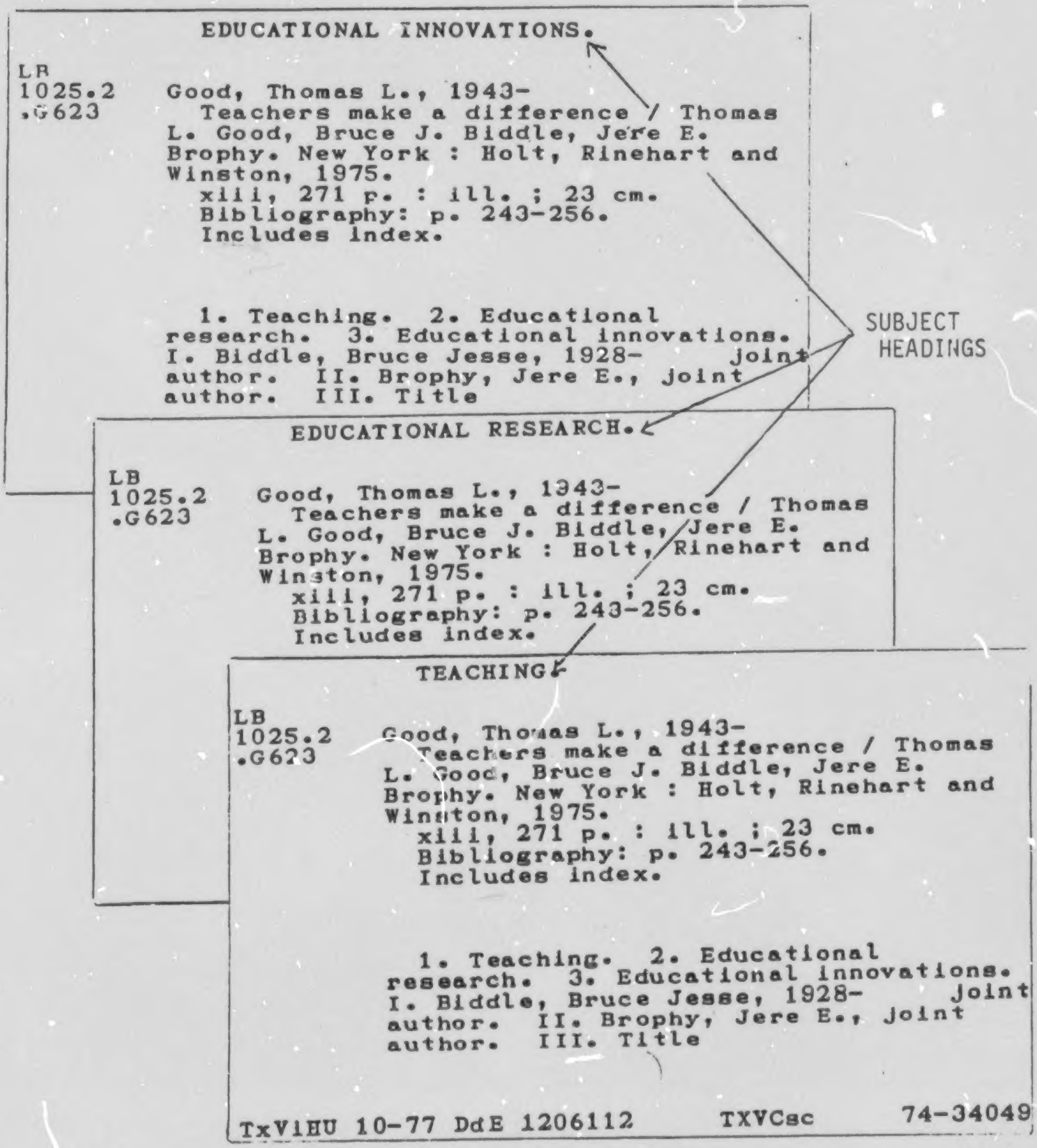
But suppose you have an obscure topic for which there are no published bibliographies?

Or suppose that the most recent bibliography that you are able to find was published three years ago, and you need to find out what has been written about the subject since then?

In these cases, you will need to use the SUBJECT CATALOG to find books on your topic. In order to use the SUBJECT CATALOG efficiently, you will need to know about SUBJECT HEADINGS.

Go on to page 2.

When a book arrives from the publisher, it is examined by a cataloger, who assigns it a call number and subject headings. A book can only be shelved in one location, and this presents a problem if the book happens to deal with more than one subject. SUBJECT HEADINGS solve the problem. Instead of buying several copies of a book and shelving them in different sections of the library, we make multiple subject cards, so that, as in the example below, three different people, looking up three different subjects in the SUBJECT CATALOG, will find the same book:



EDUCATIONAL INNOVATIONS.

LB
1025.2
.G623

Good, Thomas L., 1943-
Teachers make a difference / Thomas L. Good, Bruce J. Biddle, Jere E. Brophy. New York : Holt, Rinehart and Winston, 1975.
xiii, 271 p. : ill. ; 23 cm.
Bibliography: p. 243-256.
Includes index.

1. Teaching. 2. Educational research. 3. Educational innovations. I. Biddle, Bruce Jesse, 1928- joint author. II. Brophy, Jere E., joint author. III. Title

EDUCATIONAL RESEARCH.

LB
1025.2
.G623

Good, Thomas L., 1943-
Teachers make a difference / Thomas L. Good, Bruce J. Biddle, Jere E. Brophy. New York : Holt, Rinehart and Winston, 1975.
xiii, 271 p. : ill. ; 23 cm.
Bibliography: p. 243-256.
Includes index.

TEACHING.

LB
1025.2
.G623

Good, Thomas L., 1943-
Teachers make a difference / Thomas L. Good, Bruce J. Biddle, Jere E. Brophy. New York : Holt, Rinehart and Winston, 1975.
xiii, 271 p. : ill. ; 23 cm.
Bibliography: p. 243-256.
Includes index.

1. Teaching. 2. Educational research. 3. Educational innovations. I. Biddle, Bruce Jesse, 1928- Joint author. II. Brophy, Jere E., joint author. III. Title

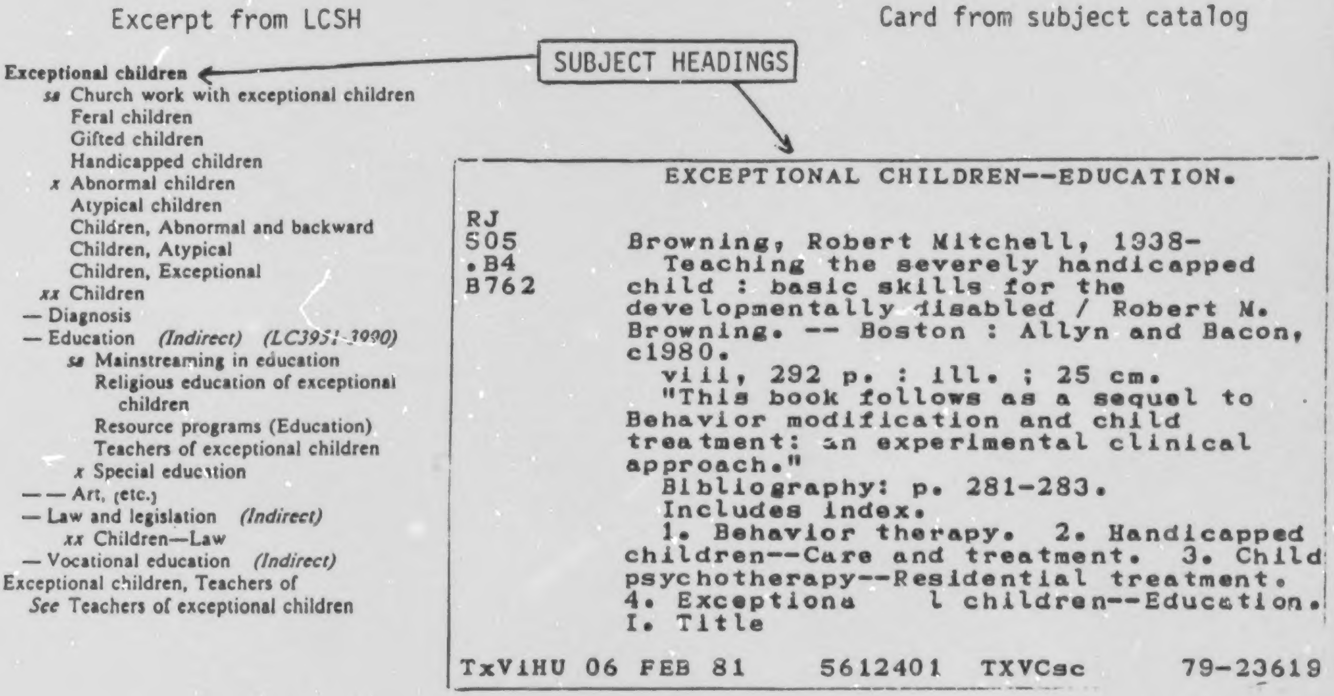
TxViHU 10-77 DdE 1206112 TXVCsc 74-34049

Go on to page 3.

The problem, of course, is knowing what SUBJECT HEADING to look under. One of the commonest complaints heard among students is that familiar howl of despair: "The library doesn't have any books on my topic!" Sometimes this is true, but more often your failure to find materials has a very simple cause--you may be looking under the wrong term.

For example, you may be frustrated because you can't find any books on the subject of "educational change." The books are there all right, but they are filed under the SUBJECT HEADING "educational innovations." How are you supposed to know that? Not by intuition, ESP, or wild guessing, but by using the big red books called Library of Congress Subject Headings (LCSH), which are kept on the small table between the card catalogs.

The LCSH is a listing of all the SUBJECT HEADINGS that can be used in the SUBJECT CATALOG. The subject heading is always printed at the top of the card in CAPITAL LETTERS, and again at the bottom of the card in lower case letters in the section which shows TRACINGS or ADDED ENTRIES.


SUBJECT HEADINGS

Excerpt from LCSH

Exceptional children
sa Church work with exceptional children
Feral children
Gifted children
Handicapped children
x Abnormal children
Atypical children
Children, Abnormal and backward
Children, Atypical
Children, Exceptional
xx Children
— Diagnosis
— Education *(Indirect)* *(LC3951-3990)*
sa Mainstreaming in education
Religious education of exceptional children
Resource programs (Education)
Teachers of exceptional children
x Special education
— — Art, [etc.]
— Law and legislation *(Indirect)*
xx Children—Law
— Vocational education *(Indirect)*
Exceptional children, Teachers of
See Teachers of exceptional children

Card from subject catalog

EXCEPTIONAL CHILDREN--EDUCATION.

RJ
505
.B4
B762

Browning, Robert Mitchell, 1938-
Teaching the severely handicapped child : basic skills for the developmentally disabled / Robert M. Browning. -- Boston : Allyn and Bacon, c1980.
viii, 292 p. : ill. ; 25 cm.
"This book follows as a sequel to Behavior modification and child treatment: an experimental clinical approach."
Bibliography: p. 281-283.
Includes index.
1. Behavior therapy. 2. Handicapped children--Care and treatment. 3. Child psychotherapy--Residential treatment. 4. Exceptional children--Education. I. Title

TxVIHU 06 FEB 81 5612401 TXVCsc 79-23619

Go on to page 4.

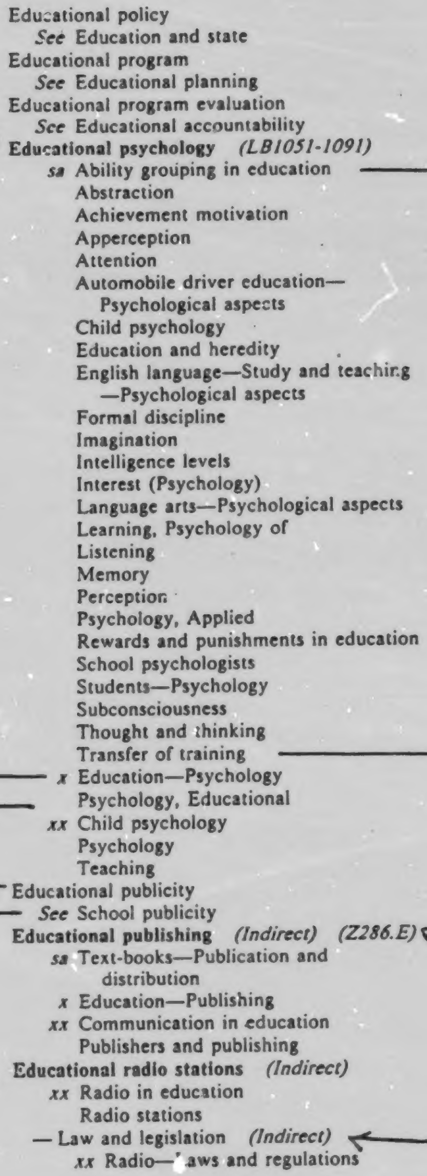
The first time you examine a page from LCSH, it may look so complicated that you might be tempted to give up and go back to wild guessing. Don't worry. Remember how baffling road maps looked before you learned to drive? Well, LCSH is just another kind of map. It uses code symbols to explain the relationships among subject headings, just as a road map uses symbols to show how roads and cities are connected. Reading LCSH is no more difficult than reading a road map, once you understand what the symbols mean.

Here are the LCSH symbols and their meanings:

sa	See also. Directs you to related subject headings that may also be useful, and are often narrower in scope.
see	Directs you from a word that is not a subject heading to the correct word which is a heading.
x	These terms are not used as subject headings.
xx	Directs you to related headings that are often broader or more general in scope. You may want to consider them.
-	Indicates a subdivision of a main heading.

Go on to page 5.

When we look at a sample extract from LCSH, this is what is means:



Educational policy
  See Education and state
Educational program
  See Educational planning
Educational program evaluation
  See Educational accountability
Educational psychology *(LB1051-1091)*
  sa Ability grouping in education
  Abstraction
  Achievement motivation
  Apperception
  Attention
  Automobile driver education—Psychological aspects
  Child psychology
  Education and heredity
  English language—Study and teaching—Psychological aspects
  Formal discipline
  Imagination
  Intelligence levels
  Interest (Psychology)
  Language arts—Psychological aspects
  Learning, Psychology of
  Listening
  Memory
  Perception
  Psychology, Applied
  Rewards and punishments in education
  School psychologists
  Students—Psychology
  Subconsciousness
  Thought and thinking
  Transfer of training
  x Education—Psychology
  Psychology, Educational
  xx Child psychology
  Psychology
  Teaching
Educational publicity
  See School publicity
Educational publishing *(Indirect)* *(Z286.E)*
  sa Text-books—Publication and distribution
  x Education—Publishing
  xx Communication in education
  Publishers and publishing
Educational radio stations *(Indirect)*
  xx Radio in education
  Radio stations
  — Law and legislation *(Indirect)*
    xx Radio—Laws and regulations

Main heading
Notice that main headings are in dark type. Those in light type underneath are cross references to other headings.

Additional headings that are related to the main heading.

DON'T LOOK UNDER THESE.

Indicates that you won't find anything under

"Educational publicity."

Use "School publicity" instead.

This is the call number that books on educational publishing will be filed under.

Subdivision of a main heading. Books on this subject will be filed under:

"Educational radio stations --Law and Legislation"

Go on to page 6.

BEST COPY AVAILABLE

Here is another excerpt from LCSH:

Educational television stations *(Indirect)*
sa Television in education
xx Television in education
Television stations
— Law and legislation *(Indirect)*
Educational tests and measurements
(Indirect) *(LB3051)*
sa Ability—Testing
Character tests
Creative thinking (Education)—Testing
Examinations
Grading and marking (Students)
High school placement test
Iowa tests of eduaational development
Ohio Tests of Articulation and
Perception of Sounds
Personality tests
Psychological tests
Sociometry
Spelling ability—Testing
Students, Rating of
Wisconsin tests of testimony and
reasoning assessment
x Educational measurements
Mental tests
Tests and measurements in education
xx Examinations
Psychological tests

You need to find books on "Educational tests and measurements." Is this term used as a subject heading?

Yes. (Turn to page 7)

No. (Turn to page 8)

BEST COPY AVAILABLE

Correct. "Educational tests and measurements" is printed in dark type and is a subject heading.

Educational television stations *(Indirect)*
sa Television in education
xx Television in education
Television stations
— Law and legislation *(Indirect)*
→ **Educational tests and measurements**
(Indirect) *(LB3051)*
sa Ability—Testing
Character tests
Creative thinking (Education)—Testing
Examinations
Grading and marking (Students)
High school placement test
Iowa tests of educational development
Ohio Tests of Articulation and Perception of Sounds
Personality tests
Psychological tests
Sociometry
Spelling ability—Testing
Students, Rating of
Wisconsin tests of testimony and reasoning assessment
x Educational measurements
Mental tests
Tests and measurements in education
xx Examinations
Psychological tests
Psychological tests for children
Psychometrics
Students, Rating of

Go on to page 9.

BEST COPY AVAILABLE

Whoops! You didn't study the example on page 5. Review it and try the question again.

OK, we know that "Educational tests and measurements" is a subject heading, and any books that the library may have on the subject will be filed under the heading in the subject catalog.

Suppose that the library doesn't have any books filed under "Educational tests and measurements." Could you also look under the heading "Personality tests" to find information?

Educational television stations *(Indirect)*
  sa Television in education
  xx Television in education
    Television stations
— Law and legislation *(Indirect)*
Educational tests and measurements
  (Indirect) *(LB3051)*
  sa Ability—Testing
    Character tests
    Creative thinking (Education)—Testing
    Examinations
    Grading and marking (Students)
    High school placement test
    Iowa tests of educational development
    Ohio Tests of Articulation and
      Perception of Sounds
    Personality tests
    Psychological tests
    Sociometry
    Spelling ability—Testing
    Students, Rating of
    Wisconsin tests of testimony and
      reasoning assessment
  x Educational measurements
    Mental tests
    Tests and measurements in education
  xx Examinations
    Psychological tests
    Psychological tests for children
    Psychometrics
    Students, Rating of

Yes. (Turn to page 10)

No. (Turn to page 11)

BEST COPY AVAILABLE

Right! "Personality tests" is a related heading in the sa (see also) category. You could also use any of the other sa headings.

Educational television stations *(Indirect)*
  sa Television in education
  xx Television in education
    Television stations
— **Law and legislation** *(Indirect)*
Educational tests and measurements
    (Indirect) *(LB3051)*
  sa Ability—Testing
    Character tests
    Creative thinking (Education)—Testing
    Examinations
    Grading and marking (Students)
    High school placement test
    Iowa tests of educational development
    Ohio Tests of Articulation and
      Perception of Sounds
→ Personality tests
    Psychological tests
    Sociometry
    Spelling ability—Testing
    Students, Rating of
    Wisconsin tests of testimony and
      reasoning assessment
  x Educational measurements
    Mental tests
    Tests and measurements in education
  xx Examinations
    Psychological tests
    Psychological tests for children
    Psychometrics
    Students, Rating of
Note under Students, Rating of

Go on to page 14.

BEST COPY AVAILABLE

Incorrect. "Personality tests" is a sa (see also) heading under the main heading of "Educational tests and measurements" and all sa references are subject headings. Review pages 4 and 5. Then look at the example below. Could you look under "Examinations" to find infomration related to "Educational tests and measurements"?

Educational television stations *(Indirect)*
  sa Television in education
  xx Television in education
    Television stations
 — Law and legislation *(Indirect)*
Educational tests and measurements
  (Indirect) (LB3051)
  sa Ability—Testing
    Character tests
    Creative thinking (Education)—Testing
    Examinations
    Grading and marking (Students)
    High school placement test
    Iowa tests of educational development
    Ohio Tests of Articulation and
      Perception of Sounds
    Personality tests
    Psychological tests
    Sociometry
    Spelling ability—Testing
    Students, Rating of
    Wisconsin tests of testimony and
      reasoning assessment
  x Educational measurements
    Mental tests
    Tests and measurements in education
  xx Examinations
    Psychological tests
    Psychological tests for children
    Psychometrics
    Students, Rating of

Yes. (Turn to page 12)

No. (Turn to page 13)

BEST COPY AVAILABLE

Good! You've got it!

Go on to page 14.

Are you sure? Review pages 4 and 5 and try the question again.

Will you be able to find "Mental tests" in the subject catalog?

Educational television stations *(Indirect)*
sa Television in education
xx Television in education
Television stations
— Law and legislation *(Indirect)*
Educational tests and measurements
(Indirect) *(LB3051)*
sa Ability—Testing
Character tests
Creative thinking (Education)—Testing
Examinations
Grading and marking (Students)
High school placement test
Iowa tests of educational development
Ohio Tests of Articulation and
Perception of Sounds
Personality tests
Psychological tests
Sociometry
Spelling ability—Testing
Students, Rating of
Wisconsin tests of testimony and
reasoning assessment
x Educational measurements
Mental tests
Tests and measurements in education
xx Examinations
Psychological tests
Psychological tests for children
Psychometrics
Students, Rating of
Note under Students, Rating of

Yes. (Turn to page 15)

No. (Turn to page 17)

BEST COPY AVAILABLE

Not true. Words preceded by an x are not subject headings. Is "Educational measurements" a subject heading?

Educational television stations *(Indirect)*
  sa Television in education
  xx Television in education
    Television stations
  — Law and legislation *(Indirect)*
Educational tests and measurements
    (Indirect) *(LB3051)*
  sa Ability—Testing
    Character tests
    Creative thinking (Education)—Testing
    Examinations
    Grading and marking (Students)
    High school placement test
    Iowa tests of educational development
    Ohio Tests of Articulation and
      Perception of Sounds
    Personality tests
    Psychological tests
    Sociometry
    Spelling ability—Testing
    Students, Rating of
    Wisconsin tests of testimony and
      reasoning assessment
  x Educational measurements
    Mental tests
    Tests and measurements in education
  xx Examinations
    Psychological tests
    Psychological tests for children
    Psychometrics
    Students, Rating of
  Note under Students, Rating of

Yes. (Turn to page 16)

No. (Turn to page 17)

BEST COPY AVAILABLE

Careful! Review pages 4 and 5. Then try the question again

Exactly right. Words preceded by an x are not subject headings.

What about "Psychometrics"? Is this term a subject heading?

Educational television stations *(Indirect)*
sa Television in education
xx Television in education
Television stations
— Law and legislation *(Indirect)*
Educational tests and measurements
(Indirect) *(LB3051)*
sa Ability—Testing
Character tests
Creative thinking (Education)—Testing
Examinations
Grading and marking (Students)
High school placement test
Iowa tests of educational development
Ohio Tests of Articulation and Perception of Sounds
Personality tests
Psychological tests
Sociometry
Spelling ability—Testing
Students, Rating of
Wisconsin tests of testimony and reasoning assessment
x Educational measurements
Mental tests
Tests and measurements in education
xx Examinations
Psychological tests
Psychological tests for children
Psychometrics
Students, Rating of

Yes. (Turn to page 18)

No. (Turn to page 19)

BEST COPY AVAILABLE

Correct. This is a broader term than "Educational tests and measurements," but it is still a subject heading because it is preceded by xx. If you turn to the P's in LCSH and look up "Psychometrics," you will find "Educational tests and measurements" listed under it as a sa heading.

Psychometrics *(BF39)*
sa Decision-making—Mathematical models
→ Educational tests and measurements
Factor analysis
Longitudinal method
Multidimensional scaling
Psychology—Mathematical models
Pupillometrics
Scale analysis (Psychology)
Variability (Psychometrics)
x Measurement, Mental
Measurement, Psychological
Psychological measurement
Psychological scaling
Psychological statistics

Go on to page 20.

BEST COPY AVAILABLE

Not so. You've forgotten what xx means. Review pages 4 and 5, and try the question again.

Suppose that you wanted to investigate the uses of television in the classroom. Could you find information in the subject catalog by looking under "Educational television"?

Educational television
See Television in education
Educational television stations *(Indirect)*
sa Television in education
xx Television in education
Television stations
— Law and legislation *(Indirect)*
Educational tests and measurements
(Indirect) *(LB3051)*
sa Ability—Testing
Character tests
Creative thinking (Education)—Testing
Examinations
Grading and marking (Students)
High school placement test
Iowa tests of educational development
Ohio Tests of Articulation and Perception of Sounds
Personality tests
Psychological tests
Sociometry
Spelling ability—Testing
Students, Rating of
Wisconsin tests of testimony and reasoning assessment
x Educational measurements
Mental tests
Tests and measurements in education
xx Examinations
Psychological tests
Psychological tests for children
Psychometrics
Students, Rating of

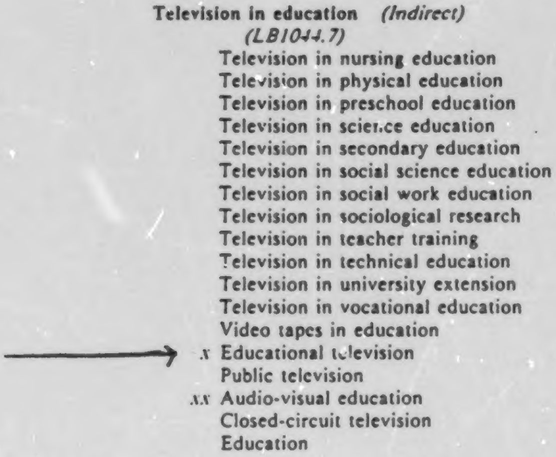
Yes. (Turn to page 21)

No. (Turn to page 22)

BEST COPY AVAILABLE

Careful, you forgot what "see" means. Review pages 4 and 5, and try the question again.

Good. A "see" reference directs you from a term that is not used to the proper subject heading, which in this case is "Television in education." If you turn to the T's in LCSH, you will find "Educational television" listed as an x (or not used) term under "Television in education".



Television in education *(Indirect)*
(LB1044.7)
Television in nursing education
Television in physical education
Television in preschool education
Television in science education
Television in secondary education
Television in social science education
Television in social work education
Television in sociological research
Television in teacher training
Television in technical education
Television in university extension
Television in vocational education
Video tapes in education
x Educational television
Public television
xx Audio-visual education
Closed-circuit television
Education

Go on to page 23.

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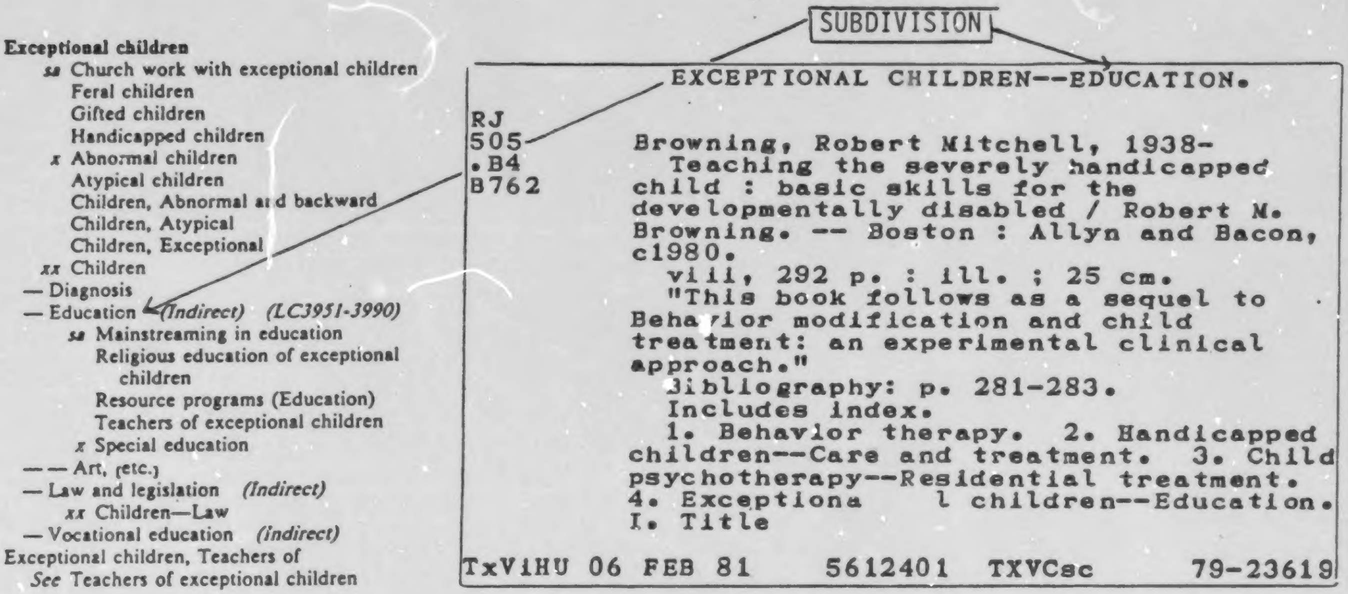
Now you understand how to interpret LCSH. Subject headings, however, can be made much more precise than the examples we have been working with. We get this precision by adding SUBDIVISIONS to a basic heading. Subdivisions are represented in LCSH by a "-". On a catalog card, they are separated from the main heading by a "--".

Excerpt from LCSH

Card from subject catalog



SUBDIVISION

Exceptional children
sa Church work with exceptional children
Feral children
Gifted children
Handicapped children
x Abnormal children
Atypical children
Children, Abnormal and backward
Children, Atypical
Children, Exceptional
xx Children
— Diagnosis
— Education *(Indirect)* *(LC3951-3990)*
sa Mainstreaming in education
Religious education of exceptional children
Resource programs (Education)
Teachers of exceptional children
x Special education
— — Art, [etc.]
— Law and legislation *(Indirect)*
xx Children—Law
— Vocational education *(indirect)*
Exceptional children, Teachers of
See Teachers of exceptional children

EXCEPTIONAL CHILDREN--EDUCATION.

RJ
505
.B4
B762

Browning, Robert Mitchell, 1938-
Teaching the severely handicapped child : basic skills for the developmentally disabled / Robert M. Browning. -- Boston : Allyn and Bacon, c1980.
viii, 292 p. : ill. ; 25 cm.
"This book follows as a sequel to Behavior modification and child treatment: an experimental clinical approach."
Bibliography: p. 281-283.
Includes index.
1. Behavior therapy. 2. Handicapped children--Care and treatment. 3. Child psychotherapy--Residential treatment. 4. Exceptional children--Education. I. Title

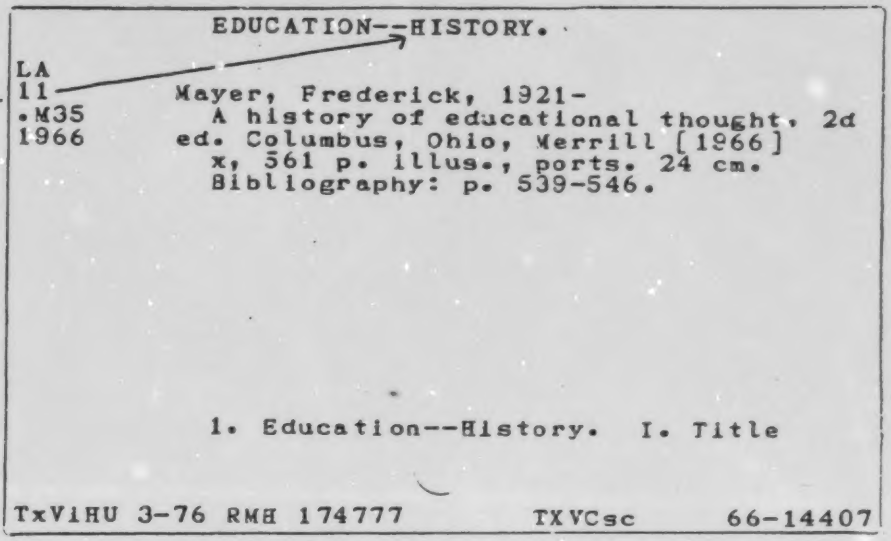
TxViHU 06 FEB 81 5612401 TXVCsc 79-23619

Go on to page 24.

There are four kinds of SUBHEADINGS, and one or several can be attached to a main heading.

TOPICAL SUBHEADINGS

Limit a main heading to one particular aspect.



EDUCATION--HISTORY.

LA
11
.M35
1966

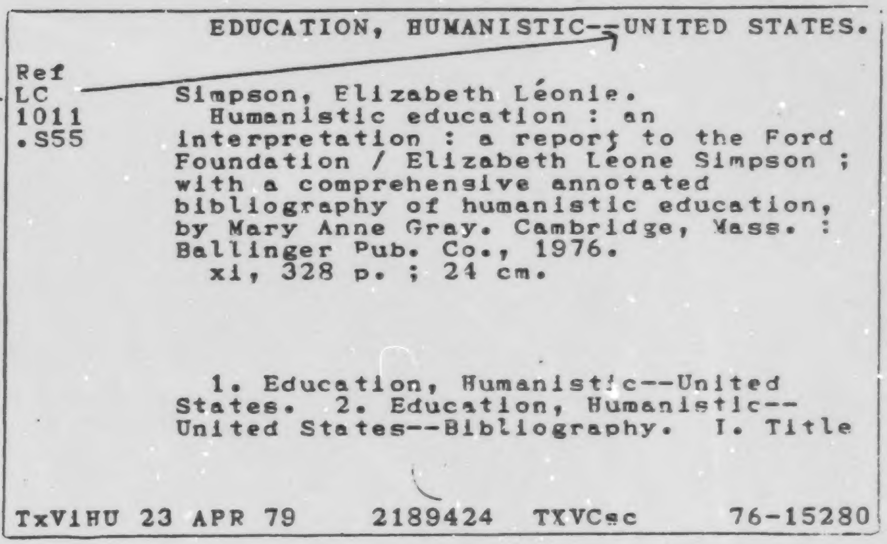
Mayer, Frederick, 1921-
A history of educational thought. 2d ed. Columbus, Ohio, Merrill [1966]
x, 561 p. illus., ports. 24 cm.
Bibliography: p. 539-546.

1. Education--History. I. Title

TxViHU 3-76 RMH 174777 TXVCsc 66-14407

GEOGRAPHIC SUBHEADINGS

Limit the main heading to a particular location.



EDUCATION, HUMANISTIC--UNITED STATES.

Ref
LC
1011
.S55

Simpson, Elizabeth Léonie.
Humanistic education : an interpretation : a report to the Ford Foundation / Elizabeth Leone Simpson ; with a comprehensive annotated bibliography of humanistic education, by Mary Anne Gray. Cambridge, Mass. : Ballinger Pub. Co., 1976.
xi, 328 p. ; 24 cm.

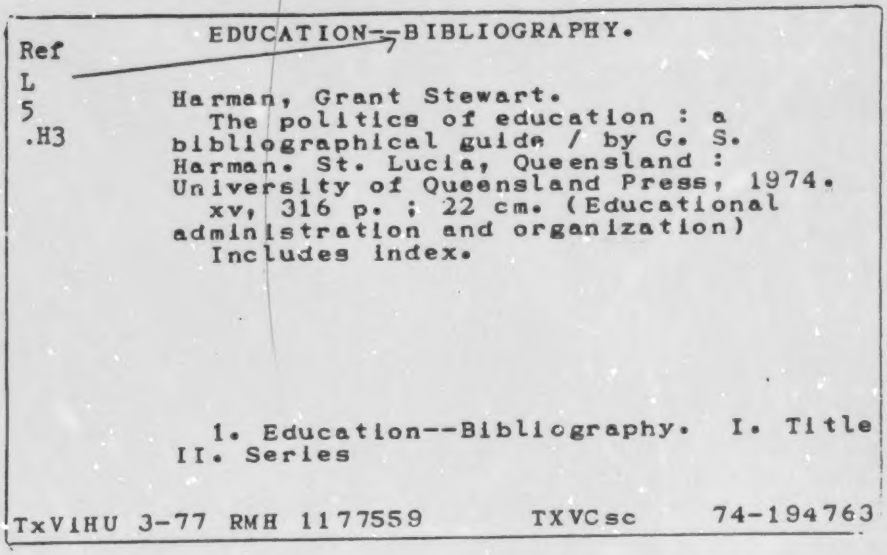
1. Education, Humanistic--United States. 2. Education, Humanistic--United States--Bibliography. I. Title

TxViHU 23 APR 79 2189424 TXVCsc 76-15280

Go on to page 25.

FORM SUBHEADINGS

don't tell anything about the subject of the book; they single out special formats such as encyclopedias, dictionaries, and bibliographies.



EDUCATION--BIBLIOGRAPHY.

Ref
L
5
.H3

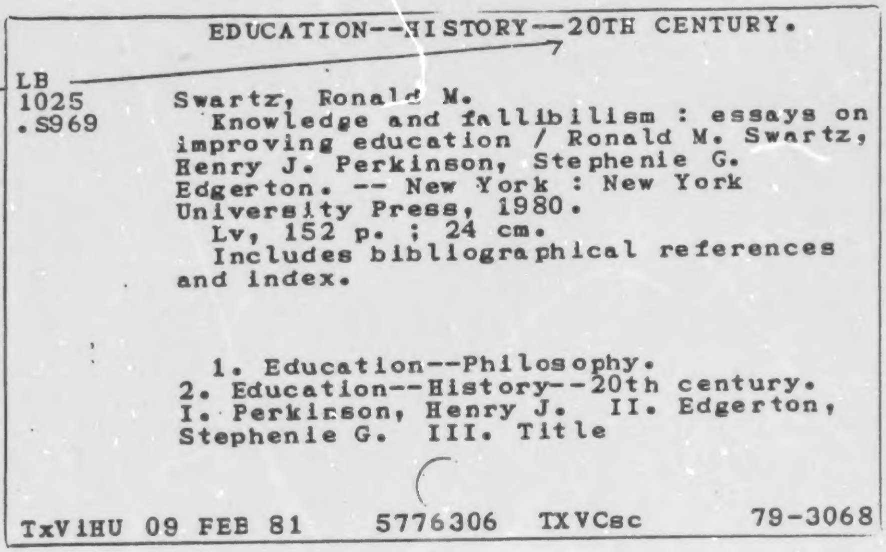
Harman, Grant Stewart.
The politics of education : a bibliographical guide / by G. S. Harman. St. Lucia, Queensland : University of Queensland Press, 1974.
xv, 316 p. ; 22 cm. (Educational administration and organization)
Includes index.

1. Education--Bibliography. I. Title
II. Series

TxViHU 3-77 RMH 1177559 TXVCsc 74-194763

PERIOD SUBHEADINGS

Limit the main heading to a particular span of years.



EDUCATION--HISTORY--20TH CENTURY.

LB
1025
.S969

Swartz, Ronald M.
Knowledge and fallibilism : essays on improving education / Ronald M. Swartz, Henry J. Perkinson, Stephenie G. Edgerton. -- New York : New York University Press, 1980.
Lv, 152 p. ; 24 cm.
Includes bibliographical references and index.

1. Education--Philosophy.
2. Education--History--20th century.
I. Perkinson, Henry J. II. Edgerton, Stephenie G. III. Title

TxViHU 09 FEB 81 5776306 TXVCsc 79-3068

Go on to page 26.

By now you may suspect that finding your subject heading in LCSH poses the same problem as using a dictionary to find the correct spelling of a word--namely, how can you find it unless you already know where to look? Good point. Follow the same procedure in LCSH that you use in the dictionary; look under what you suspect might be correct, and if you don't find it there, browse in the general vicinity.

Be aware that subject headings can have several formats:

Elementary education
   might be listed under
Education, Elementary

Following the same logic, you might expect to find:

Education, Business
   but (surprise!) LCSH will tell you to use
Business education

Phrases can also be subject headings:

Education of women
Program evaluation in education
Federal aid to education

Some are even qualified by parentheses to clarify meanings:

School age (Entrance age)

Always start with the most precise term you can think of. If you don't find the specific term you are looking for, go to a more general category and check for cross-references and subheadings. Be prepared to use your imagination, and don't hesitate to ask a Reference Librarian for advice.

Go on to page 27.

Assume you wanted to use the subject catalog to find a bibliography on the topic of computers and their applications to education. Which of the following subject headings would be the best choice?

(a) Computers--Bibliography (Turn to page 28)

(b) Computer-assisted-instruction--Bibliography (Turn to page 29)

(c) Computer programs--Bibliography (Turn to page 30)

This would give you a bibilography on computers in general. Try again, there's a better choice.

Good! Looking under Computer-assisted instruction qualified by the subheading "bibliography" insures that you will find books specifically about the relationship between computers and education, and that these books will be bibliographies.

If you study the example below, you will see that there is a subheading -Computer programs under Computer-assisted instruction, but no subheading -Bibliography. This is because some subheadings, like "Bibliography" are so common that they can be used with any main heading, and in order to keep the LCSH volumes from becoming even bigger and heavier, these common subheadings are not printed. A list of these "floating" subheadings can always be found in the front of the hardbound LCSH volume or in one of its paperbound supplements.

Computer-assisted instruction *(Indirect)*
Here are entered works on an automated method of instruction in which a student interacts directly with instructional materials stored in a computer. Works on the use of computers to assist teachers and administrators in coordinating the instructional process, *e.g.* retrieving and summarizing performance records and curriculum files, are entered under Computer managed instruction.
sa Mathematical statistics—Computer-assisted instruction
subdivision Computer-assisted instruction *under subjects, e.g.* Chemistry—Computer-assisted instruction
x Electronic data processing in programmed instruction
Teaching—Data processing
xx Computer managed instruction
Educational technology
Electronic digital computers
Programmed instruction
Note under Computer managed instruction
— Computer programs

Go on to page 31.

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This would give you a bibliography on computer programs in general. Try again, there's a better choice.

Congratulations, you've done a good job! If you still have some doubts about anything that we covered in this chapter, review the examples again.

If you feel fairly certain that you understand the subject catalog and subject headings, you may do the exercises on page 32, and continue your reading into Chapter 5.

NAME:______________________ INSTRUCTOR:______________________

QUESTIONS TO ANSWER IN THE LIBRARY

1. You are researching the subject of discipline in the schools.

   a) According to LCSH, what is the most appropriate subject heading?

   b) Look up this subject heading in the subject catalog. Give the title of a book on this subject which was published in 1980 by Teachers College Press.

2. You are writing a paper on teachers and collective bargaining.

   a) According to LCSH, what is the most appropriate subject heading?

   b) Look up this subject heading in the subject catalog. Give the title of a book on this subject published by McCutchan Publishing Corp. in 1980.

3. You are investigating educational resource programs. According to LCSH, what is the correct subject heading?

Chapter 5

FINDING PERIODICAL ARTICLES

Even if you have found armloads of books on your subject, your research isn't quite finished. Getting a book published is a time-consuming process, and there can be a lag of several years between the time that an author finishes a manuscript and the date that the book appears in print. Depending upon the subject, this means that much of the content can be outdated even before a book comes off the press.

How can you be sure of finding the most current information on a topic? Be consulting the PERIODICAL LITERATURE. Because periodicals are published several times a year, they are the most up-to-date sources of information available to a researcher.

Note: You will often hear the words PERIODICAL, JOURNAL, and SERIAL used interchangeably. Each word has a slightly different technical meaning, but for our purposes you may ignore technicalities and think of them as synonyms for the familiar term MAGAZINE.

Go on to page 2.

For research purposes, periodical literature divides into two categories:

(1) POPULAR

(2) SCHOLARLY AND PROFESSIONAL

POPULAR PERIODICALS are written to have wide appeal. They are intended for general readers who have no special educational background or technical knowledge. These are the kind of magazines that you buy at a newsstand and read for general information. They are often lavishly illustrated and printed on glossy paper.

Examples of popular periodicals are:

American Education

Children Today

Education Digest

Parents

Today's Education

SCHOLARLY AND PROFESSIONAL PERIODICALS, by contrast, are written by specialists in a subject or profession for their fellow specialists (or in the case of students, for specialists-to-be). It is here that scholars and professionals publish the results of their research and/or experiments, and comment on the work of their colleagues. The contributors to scholarly and professional periodicals are usually college and university faculty or working specialists (teachers, psychologists, social workers, business executives, etc.) The articles themselves are written in formal and often technical language, and assume that the reader has some prior knowledge of the subject matter.

Examples of scholarly and professional periodicals are:

Adult Education

Children's Literature in Education

Gifted Child Quarterly

Journal of Educational Research

Modern Language Journal

Go on to page 3.

Just as you stopped (or should have!) paraphrasing term papers from encyclopedia articles after you got out of junior high school, so should you cease to rely on popular periodicals for researching college papers. Most of your research will be done in scholarly and professional periodicals.

Faced with miles of shelves full of periodicals, how do you find the articles you need? You could (and some people do) find the journals in your general subject area, and look through each issue for the articles on your specific topic. Only a confirmed masochist does it this way. The easy way is by using an INDEX.

There are literally dozens of different indexes to periodicals, but small libraries like VC/UHV have only a few.

Our indexes which cover education are:

Child Development Abstracts

Current Index to Journals in Education (CIJE)

Education Index

Educational Administration Abstracts

Resources in Education

ERIC is the
"umbrella"
term for these
two indexes.

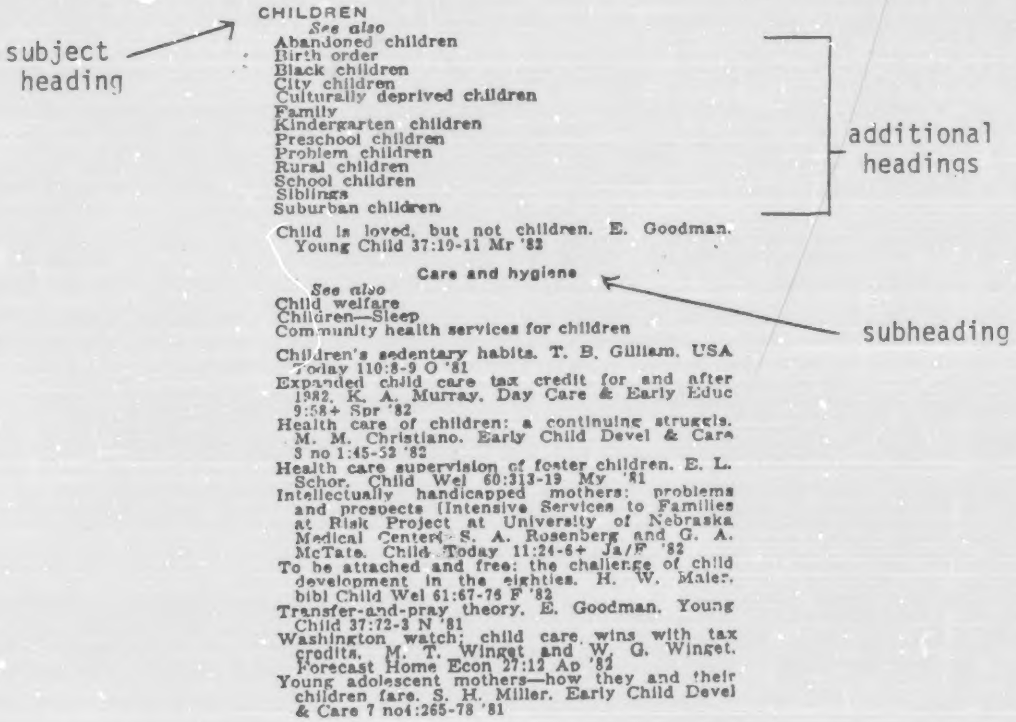
Go on to page 4.

Indexes are published serially (once a month is the most common pattern), and these single issues are later replaced by cumulative volumes. When looking up information, always start with the most recent issue and work progressively backward.

Like the card catalog, indexes are organized by subject headings. In the education field, you will need to know how to use two different methods of finding appropriate headings.

The first method is "brainstorming." This involves looking under as many synonyms for your topic as you can think of. The Library of Congress Subject Headings books will aid you in this direction.

Be aware that even indexes that cover the same general field will use different subject headings, so you may have to think of new subject headings every time you change indexes. Like the Library of Congress subject headings in Chapter 4, the subject headings in periodical indexes can also have subheadings.



CHILDREN
See also
Abandoned children
Birth order
Black children
City children
Culturally deprived children
Family
Kindergarten children
Preschool children
Problem children
Rural children
School children
Siblings
Suburban children

Child is loved, but not children. E. Goodman. Young Child 37:10-11 Mr '82

Care and hygiene

See also
Child welfare
Children—Sleep
Community health services for children

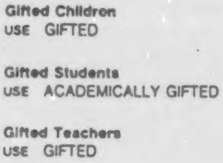
Children's sedentary habits. T. B. Gilliam. USA Today 110:8-9 O '81
Expanded child care tax credit for and after 1982. K. A. Murray. Day Care & Early Educ 9:58+ Spr '82
Health care of children: a continuing struggle. M. M. Christiano. Early Child Devel & Care 8 no 1:45-52 '82
Health care supervision of foster children. E. L. Schor. Child Wel 60:313-19 My '81
Intellectually handicapped mothers: problems and prospects (Intensive Services to Families at Risk Project at University of Nebraska Medical Center). S. A. Rosenberg and G. A. McTate. Child Today 11:24-6+ Ja/F '82
To be attached and free: the challenge of child development in the eighties. H. W. Maier. bibl Child Wel 61:67-76 F '82
Transfer-and-pray theory. E. Goodman. Young Child 37:72-3 N '81
Washington watch: child care wins with tax credits. M. T. Winget and W. G. Winget. Forecast Home Econ 27:12 Ap '82
Young adolescent mothers—how they and their children fare. S. H. Miller. Early Child Devel & Care 7 no4:265-78 '81

FIGURE 13. Education Index, vol. 32. p. 189.

Go on to page 5.

A field such as education is comprehensive enough to warrant its own subject authority list. Such a list is called a THESAURUS, and is usually compiled by an organization publishing a comprehansive index. One such thesaurus accompanies the RIE documents and CIJE, and is called the Thesaurus of ERIC Descriptors. (Do not be alarmed at the word "descriptor". It is a synonym for subject heading.)

To use the thesaurus, simply start with brainstorming. Choose a topic and look it up. If the thesaurus does not use your term, it will probably tell you so in the form of a USE note, as shown below:



Gifted Children
USE GIFTED

Gifted Students
USE ACADEMICALLY GIFTED

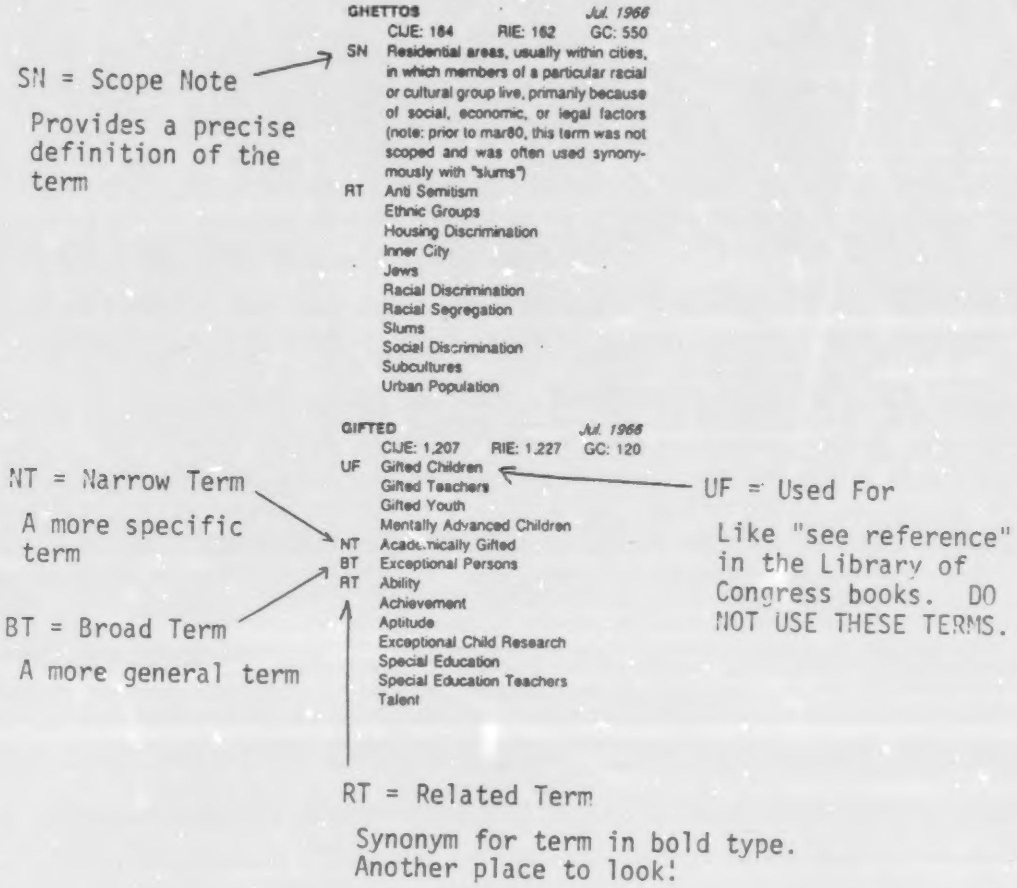
Gifted Teachers
USE GIFTED

FIGURE 14. Thesaurus of ERIC Descriptors, 9th Edition, 1982. p. 102.

In order to use the ERIC indexes successfully, you must take the time to identify the correct descriptors for your topic.

Go on to page 6.

If your term is used, the entry will appear as follows:



GHETTOS *Jul. 1966*
CIJE: 184 RIE: 162 GC: 550
SN Residential areas, usually within cities, in which members of a particular racial or cultural group live, primarily because of social, economic, or legal factors (note: prior to mar80, this term was not scoped and was often used synonymously with "slums")
RT Anti Semitism
Ethnic Groups
Housing Discrimination
Inner City
Jews
Racial Discrimination
Racial Segregation
Slums
Social Discrimination
Subcultures
Urban Population

GIFTED *Jul. 1966*
CIJE: 1,207 RIE: 1,227 GC: 120
UF Gifted Children
Gifted Teachers
Gifted Youth
Mentally Advanced Children
NT Academically Gifted
BT Exceptional Persons
RT Ability
Achievement
Aptitude
Exceptional Child Research
Special Education
Special Education Teachers
Talent

SN = Scope Note

Provides a precise definition of the term

NT = Narrow Term

A more specific term

BT = Broad Term

A more general term

UF = Used For

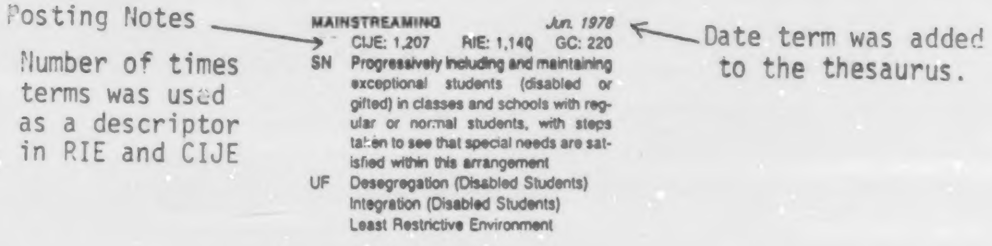
Like "see reference" in the Library of Congress books. DO NOT USE THESE TERMS.

RT = Related Term

Synonym for term in bold type. Another place to look!

FIGURE 15. Thesaurus of ERIC Descriptors, 9th Edition, 1982. p. 102.

Some of the other notations on the entries are:



MAINSTREAMING *Jun. 1978*
CIJE: 1,207 RIE: 1,140 GC: 220
SN Progressively including and maintaining exceptional students (disabled or gifted) in classes and schools with regular or normal students, with steps taken to see that special needs are satisfied within this arrangement
UF Desegregation (Disabled Students)
Integration (Disabled Students)
Least Restrictive Environment

Posting Notes

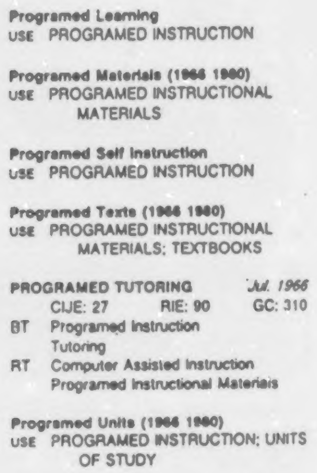
Number of times terms was used as a descriptor in RIE and CIJE

Date term was added to the thesaurus.

FIGURE 16. Thesaurus of ERIC Descriptors, 9th Edition, 1982. p. 145.

Go on to page 7.

If you were looking for articles on Programmed Learning in CIJE, would you be able to use "Programmed Learning" as a descriptor?



Programed Learning
USE PROGRAMED INSTRUCTION

Programed Materials (1966 1980)
USE PROGRAMED INSTRUCTIONAL
MATERIALS

Programed Self Instruction
USE PROGRAMED INSTRUCTION

Programed Texts (1966 1980)
USE PROGRAMED INSTRUCTIONAL
MATERIALS; TEXTBOOKS

PROGRAMED TUTORING *Jul. 1966*
CIJE: 27 RIE: 90 GC: 310
BT Programed Instruction
Tutoring
RT Computer Assisted Instruction
Programed Instructional Materials

Programed Units (1966 1980)
USE PROGRAMED INSTRUCTION; UNITS
OF STUDY

FIGURE 17. Thesaurus of ERIC Descriptors, 9th Edition, 1982. p. 190.

Yes. (Turn to page 8)

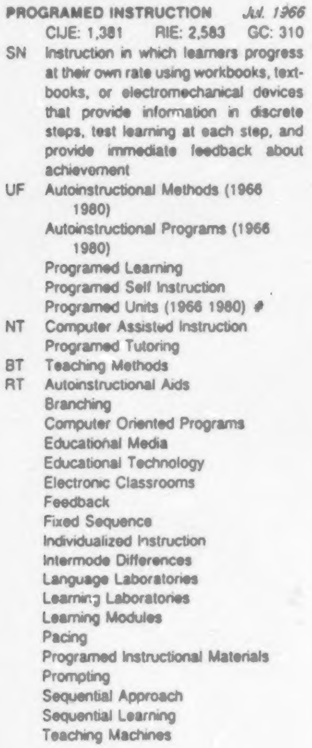
No. (Turn to page 9)

Are you awake? You may have slept through page 5. Review the material, and try the question on page 7 again.

Right! You have a USE note directing you to Programmed Instruction.

Go on to page 10.

Consult the entry for Programmed Instruction. Would "Computer Assisted Instruction" be used as a more general term?



PROGRAMED INSTRUCTION *Jul. 1966*
CIJE: 1,381 RIE: 2,583 GC: 310
SN Instruction in which learners progress at their own rate using workbooks, textbooks, or electromechanical devices that provide information in discrete steps, test learning at each step, and provide immediate feedback about achievement
UF Autoinstructional Methods (1966 1980)
Autoinstructional Programs (1966 1980)
Programed Learning
Programed Self Instruction
Programed Units (1966 1980) #
NT Computer Assisted Instruction
Programed Tutoring
BT Teaching Methods
RT Autoinstructional Aids
Branching
Computer Oriented Programs
Educational Media
Educational Technology
Electronic Classrooms
Feedback
Fixed Sequence
Individualized Instruction
Intermode Differences
Language Laboratories
Learning Laboratories
Learning Modules
Pacing
Programed Instructional Materials
Prompting
Sequential Approach
Sequential Learning
Teaching Machines

FIGURE 18. Thesaurus of ERIC Descriptors, 9th Edition, 1982. p. 190.

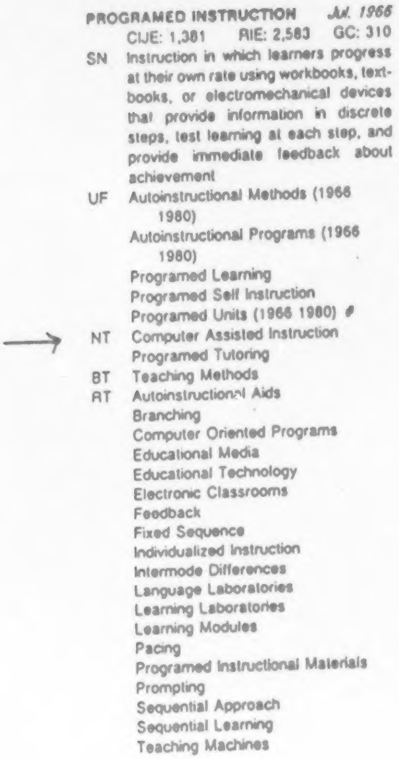
Yes. (Turn to page 11)

No. (Turn to page 12)

BEST COPY AVAILABLE

No, you are incorrect. Review the abbreviations on page 6, and try again.

Good. Computer Assisted Instruction is listed under NT, which means narrow term. A more general term (BT) would be "Teaching Methods."



PROGRAMED INSTRUCTION *Jul. 1966*
CIJE: 1,381 RIE: 2,583 GC: 310
SN Instruction in which learners progress at their own rate using workbooks, textbooks, or electromechanical devices that provide information in discrete steps, test learning at each step, and provide immediate feedback about achievement
UF Autoinstructional Methods (1966 1980)
Autoinstructional Programs (1966 1980)
Programed Learning
Programed Self Instruction
Programed Units (1966 1980) #
→ NT Computer Assisted Instruction
Programed Tutoring
BT Teaching Methods
RT Autoinstructional Aids
Branching
Computer Oriented Programs
Educational Media
Educational Technology
Electronic Classrooms
Feedback
Fixed Sequence
Individualized Instruction
Intermode Differences
Language Laboratories
Learning Laboratories
Learning Modules
Pacing
Programed Instructional Materials
Prompting
Sequential Approach
Sequential Learning
Teaching Machines

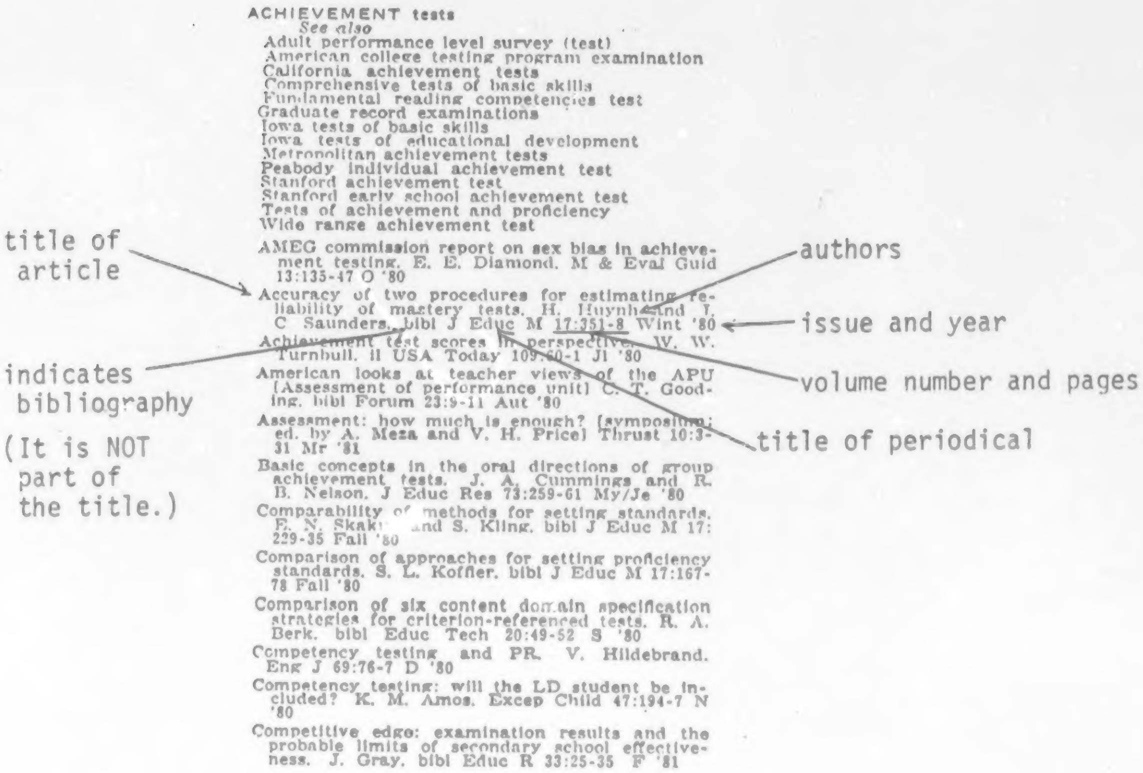
FIGURE 19. Thesaurus of ERIC Descriptors, 9th Edition, 1982. p. 190.

Go on to page 13.

OPY AVAILABLE

Many periodical indexes are similar in format to Bibliographic Index, which you used in Chapter 2. (In fact, Bibliographic Index is a specialized form of index which includes books and pamphlets as well as periodicals.) You should remember from the discussion in Chapter 2 that each item listed under a subject heading is called an ENTRY. The example below shows the parts of an entry.

Excerpt from Education Index


title of article
authors
issue and year
indicates bibliography
volume number and pages
title of periodical
(It is NOT part of the title.)

ACHIEVEMENT tests
See also
Adult performance level survey (test)
American college testing program examination
California achievement tests
Comprehensive tests of basic skills
Fundamental reading competencies test
Graduate record examinations
Iowa tests of basic skills
Iowa tests of educational development
Metropolitan achievement tests
Peabody individual achievement test
Stanford achievement test
Stanford early school achievement test
Tests of achievement and proficiency
Wide range achievement test

AMEG commission report on sex bias in achievement testing. E. E. Diamond. M & Eval Guid 13:135-47 O '80

Accuracy of two procedures for estimating reliability of mastery tests. H. Huynh and J. C Saunders. bibl J Educ M 17:351-8 Wint '80

Achievement test scores in perspective. W. W. Turnbull. il USA Today 109:60-1 Jl '80

American looks at teacher views of the APU [Assessment of performance unit] C. T. Gooding. bibl Forum 23:9-11 Aut '80

Assessment: how much is enough? [symposium; ed. by A. Meza and V. H. Price] Thrust 10:3-31 Mr '81

Basic concepts in the oral directions of group achievement tests. J. A. Cummings and R. B. Nelson. J Educ Res 73:259-61 My/Je '80

Comparability of methods for setting standards. E. N. Skak[illegible] and S. Kling. bibl J Educ M 17:229-35 Fall '80

Comparison of approaches for setting proficiency standards. S. L. Koffler. bibl J Educ M 17:167-78 Fall '80

Comparison of six content domain specification strategies for criterion-referenced tests. R. A. Berk. bibl Educ Tech 20:49-52 S '80

Competency testing and PR. V. Hildebrand. Eng J 69:76-7 D '80

Competency testing: will the LD student be included? K. M. Amos. Excep Child 47:194-7 N '80

Competitive edge: examination results and the probable limits of secondary school effectiveness. J. Gray. bibl Educ R 33:25-35 F '81

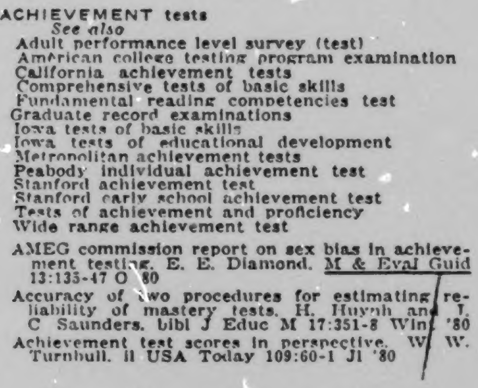
FIGURE 20. Education Index, vol. 31. p. 7.

Always copy all parts of an entry. It takes much less time than trying to backtrack later and find a date or volume number that you forgot to include.

Go on to page 14.

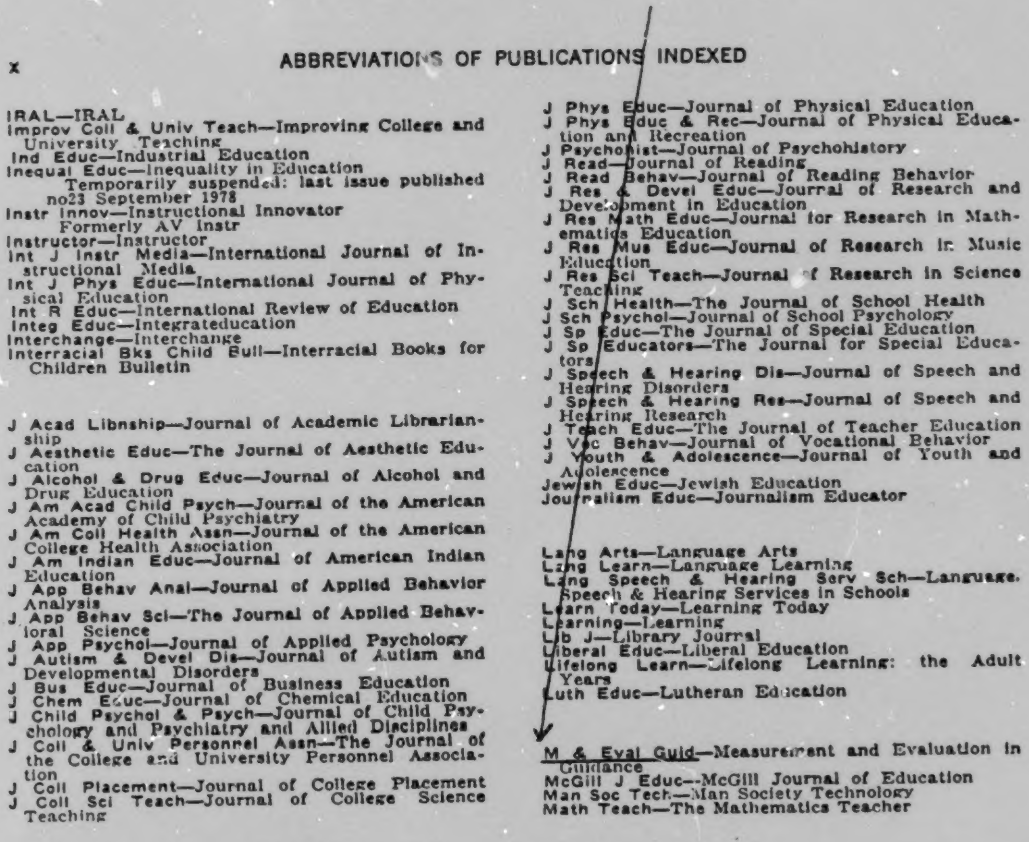
BEST COPY AVAILABLE

Often the name of the journal in which the article is published will be abbreviated in the entry:


ACHIEVEMENT tests
See also
Adult performance level survey (test)
American college testing program examination
California achievement tests
Comprehensive tests of basic skills
Fundamental reading competencies test
Graduate record examinations
Iowa tests of basic skills
Iowa tests of educational development
Metropolitan achievement tests
Peabody individual achievement test
Stanford achievement test
Stanford early school achievement test
Tests of achievement and proficiency
Wide range achievement test

AMEG commission report on sex bias in achievement testing. E. E. Diamond. M & Eval Guid 13:133-47 O '80
Accuracy of two procedures for estimating reliability of mastery tests. H. Huynh and J. C Saunders. bibl J Educ M 17:351-8 Wint '80
Achievement test scores in perspective. W. W. Turnbull. il USA Today 109:60-1 Jl '80

FIGURE 21 (a). Education Index, vol. 31. p. 7.


x

ABBREVIATIONS OF PUBLICATIONS INDEXED

IRAL—IRAL
Improv Coll & Univ Teach—Improving College and University Teaching
Ind Educ—Industrial Education
Inequal Educ—Inequality in Education
Temporarily suspended: last issue published no23 September 1978
Instr Innov—Instructional Innovator
Formerly AV Instr
Instructor—Instructor
Int J Instr Media—International Journal of Instructional Media
Int J Phys Educ—International Journal of Physical Education
Int R Educ—International Review of Education
Integ Educ—Integrateducation
Interchange—Interchange
Interracial Bks Child Bull—Interracial Books for Children Bulletin

J Acad Libnship—Journal of Academic Librarianship
J Aesthetic Educ—The Journal of Aesthetic Education
J Alcohol & Drug Educ—Journal of Alcohol and Drug Education
J Am Acad Child Psych—Journal of the American Academy of Child Psychiatry
J Am Coll Health Assn—Journal of the American College Health Association
J Am Indian Educ—Journal of American Indian Education
J App Behav Anal—Journal of Applied Behavior Analysis
J App Behav Sci—The Journal of Applied Behavioral Science
J App Psychol—Journal of Applied Psychology
J Autism & Devel Dis—Journal of Autism and Developmental Disorders
J Bus Educ—Journal of Business Education
J Chem Educ—Journal of Chemical Education
J Child Psychol & Psych—Journal of Child Psychology and Psychiatry and Allied Disciplines
J Coll & Univ Personnel Assn—The Journal of the College and University Personnel Association
J Coll Placement—Journal of College Placement
J Coll Sci Teach—Journal of College Science Teaching

J Phys Educ—Journal of Physical Education
J Phys Educ & Rec—Journal of Physical Education and Recreation
J Psychohist—Journal of Psychohistory
J Read—Journal of Reading
J Read Behav—Journal of Reading Behavior
J Res & Devel Educ—Journal of Research and Development in Education
J Res Math Educ—Journal for Research in Mathematics Education
J Res Mus Educ—Journal of Research in Music Education
J Res Sci Teach—Journal of Research in Science Teaching
J Sch Health—The Journal of School Health
J Sch Psychol—Journal of School Psychology
J Sp Educ—The Journal of Special Education
J Sp Educators—The Journal for Special Educators
J Speech & Hearing Dis—Journal of Speech and Hearing Disorders
J Speech & Hearing Res—Journal of Speech and Hearing Research
J Teach Educ—The Journal of Teacher Education
J Voc Behav—Journal of Vocational Behavior
J Youth & Adolescence—Journal of Youth and Adolescence
Jewish Educ—Jewish Education
Journalism Educ—Journalism Educator

Lang Arts—Language Arts
Lang Learn—Language Learning
Lang Speech & Hearing Serv Sch—Language, Speech & Hearing Services in Schools
Learn Today—Learning Today
Learning—Learning
Lib J—Library Journal
Liberal Educ—Liberal Education
Lifelong Learn—Lifelong Learning: the Adult Years
Luth Educ—Lutheran Education

M & Eval Guid—Measurement and Evaluation in Guidance
McGill J Educ—McGill Journal of Education
Man Soc Tech—Man Society Technology
Math Teach—The Mathematics Teacher

FIGURE 21 (b). Education Index, vol. 31. p. x.

In these cases, always check the front of the index volume for an explanation of the abbreviated titles.

Go on to page 15.

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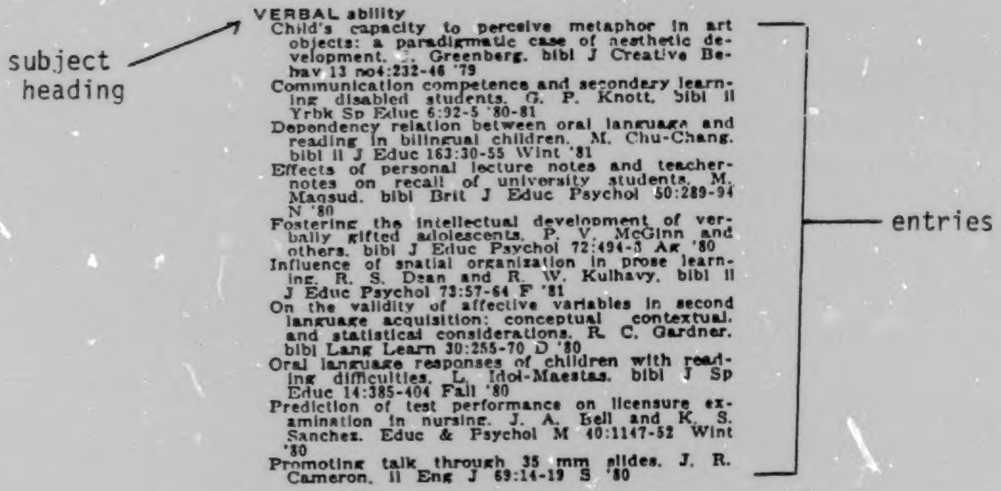
Some indexes also provide an abstracting service as part of their scope. In addition to the entry, such indexes also provice a one-paragraph summary of the journal article. By reading the abstracts, you can decide whether or not to search further to obtain a copy of the entire article. Another time saver!

Indexes which do not provide an abstracting service, like Education Index and the examples we have already looked at, require you to perform only one step to find information. You choose an appropriate subject heading, and the entire entry if printed immediately beneath it.


subject heading
entries

VERBAL ability

Child's capacity to perceive metaphor in art objects: a paradigmatic case of aesthetic development. [illegible] Greenberg. bibl J Creative Behav 13 no4:232-46 '79

Communication competence and secondary learning disabled students. G. P. Knott. bibl il Yrbk Sp Educ 6:92-5 '80-81

Dependency relation between oral language and reading in bilingual children. M. Chu-Chang. bibl il J Educ 163:30-55 Wint '81

Effects of personal lecture notes and teacher-notes on recall of university students. M. Maqsud. bibl Brit J Educ Psychol 50:289-94 N '80

Fostering the intellectual development of verbally gifted adolescents. P. V. McGinn and others. bibl J Educ Psychol 72:494-8 Ag '80

Influence of spatial organization in prose learning. R. S. Dean and R. W. Kulhavy. bibl il J Educ Psychol 73:57-64 F '81

On the validity of affective variables in second language acquisition: conceptual contextual, and statistical considerations. R. C. Gardner. bibl Lang Learn 30:255-70 D '80

Oral language responses of children with reading difficulties. L. Idol-Maestas. bibl J Sp Educ 14:385-404 Fall '80

Prediction of test performance on licensure examination in nursing. J. A. Bell and K. S. Sanchez. Educ & Psychol M 40:1147-52 Wint '80

Promoting talk through 35 mm slides. J. R. Cameron. il Eng J 69:14-19 S '80

FIGURE 22. Education Index, vol. 31. p. 1163.

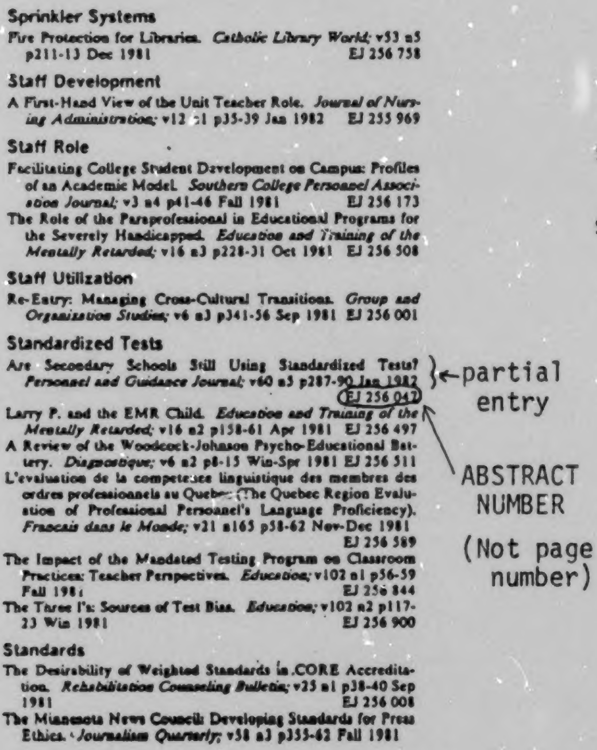
Go on to page 16.

BEST COPY AVAILABLE

However, when you use an abstracting index, you must follow a two-step process.

STEP 1: Begin by finding your particular subject in the "subject" portion of the index, which is located at the end of an individual volume or in a cumulative volume designated as "Subject" or "Index."

Instead of complete entries, you will see either partial entries or just numbers, depending on the format of the index. Locate the ABSTRACT NUMBER and write it down.



Sprinkler Systems

Fire Protection for Libraries. *Catholic Library World;* v53 n5 p211-13 Dec 1981 EJ 256 758

Staff Development

A First-Hand View of the Unit Teacher Role. *Journal of Nursing Administration;* v12 n1 p35-39 Jan 1982 EJ 255 969

Staff Role

Facilitating College Student Development on Campus: Profiles of an Academic Model. *Southern College Personnel Association Journal;* v3 n4 p41-46 Fall 1981 EJ 256 173

The Role of the Paraprofessional in Educational Programs for the Severely Handicapped. *Education and Training of the Mentally Retarded;* v16 n3 p228-31 Oct 1981 EJ 256 508

Staff Utilization

Re-Entry: Managing Cross-Cultural Transitions. *Group and Organization Studies;* v6 n3 p341-56 Sep 1981 EJ 256 001

Standardized Tests

Are Secondary Schools Still Using Standardized Tests? *Personnel and Guidance Journal;* v60 n5 p287-90 Jan 1982 EJ 256 042

Larry P. and the EMR Child. *Education and Training of the Mentally Retarded;* v16 n2 p158-61 Apr 1981 EJ 256 497

A Review of the Woodcock-Johnson Psycho-Educational Battery. *Diagnostique;* v6 n2 p8-15 Win-Spr 1981 EJ 256 511

L'evaluation de la competence linguistique des membres des ordres professionnels au Quebec (The Quebec Region Evaluation of Professional Personnel's Language Proficiency). *Francais dans le Monde;* v21 n165 p58-62 Nov-Dec 1981 EJ 256 589

The Impact of the Mandated Testing Program on Classroom Practices: Teacher Perspectives. *Education;* v102 n1 p56-59 Fall 1981 EJ 256 844

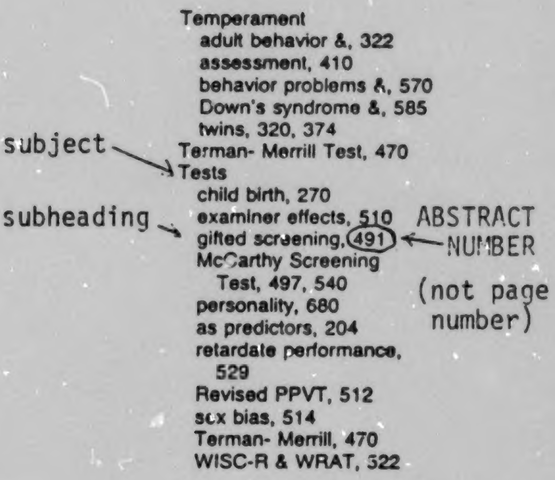
The Three I's: Sources of Test Bias. *Education;* v102 n2 p117-23 Win 1981 EJ 256 900

Standards

The Desirability of Weighted Standards in CORE Accreditation. *Rehabilitation Counseling Bulletin;* v25 n1 p38-40 Sep 1981 EJ 256 008

The Minnesota News Council: Developing Standards for Press Ethics. *Journalism Quarterly;* v58 n3 p355-62 Fall 1981

FIGURE 23. CIJE, January - June 1982. p. 783.



Temperament
adult behavior &, 322
assessment, 410
behavior problems &, 570
Down's syndrome &, 585
twins, 320, 374
Terman- Merrill Test, 470

Tests
child birth, 270
examiner effects, 510
gifted screening, 491
McCarthy Screening Test, 497, 540
personality, 680
as predictors, 204
retardate performance, 529
Revised PPVT, 512
sex bias, 514
Terman- Merrill, 470
WISC-R & WRAT, 522

subject
subheading
ABSTRACT
←NUMBER
(not page
number)

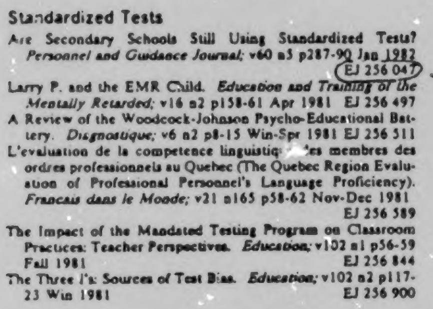
FIGURE 24. Child Development Abstracts, vol 56. p. 254.

Go on to page 17.

BEST COPY AVAILABLE

STEP 2: Locate the "abstract" portion or volume of your index, just as you did the subject portion in Step 1. Now, find the abstract number(s) that you copied from the subject index, and there's your entry.

subject portion



Standardized Tests

Are Secondary Schools Still Using Standardized Tests? *Personnel and Guidance Journal;* v60 n5 p287-90 Jan 1982 EJ 256 047

Larry P. and the EMR Child. *Education and Training of the Mentally Retarded;* v16 n2 p158-61 Apr 1981 EJ 256 497

A Review of the Woodcock-Johnson Psycho-Educational Battery. *Diagnostique;* v6 n2 p8-15 Win-Spr 1981 EJ 256 511

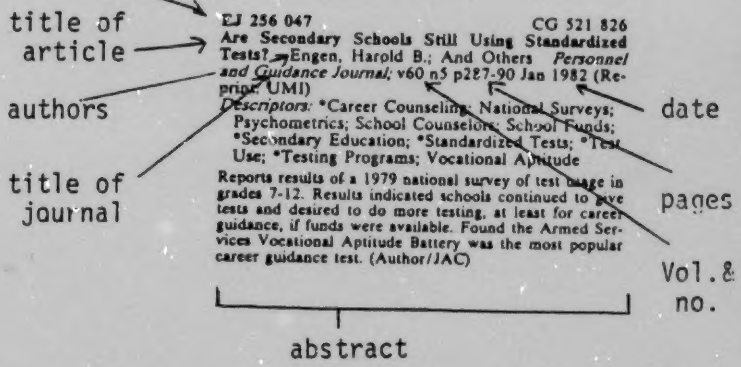
L'evaluation de la competence linguistique des membres des ordres professionnels au Quebec (The Quebec Region Evaluation of Professional Personnel's Language Proficiency). *Francais dans le Monde;* v21 n165 p58-62 Nov-Dec 1981 EJ 256 589

The Impact of the Mandated Testing Program on Classroom Practices: Teacher Perspectives. *Education;* v102 n1 p56-59 Fall 1981 EJ 256 844

The Three I's: Sources of Test Bias. *Education;* v102 n2 p117-23 Win 1981 EJ 256 900

FIGURE 25a. CIJE, January - June 1982. p. 783

abstract portion


title of article
authors
title of journal
date
pages
Vol.& no.
abstract

EJ 256 047 CG 521 826

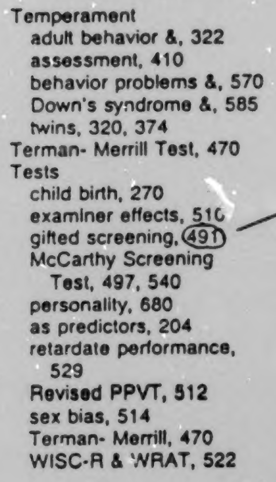
Are Secondary Schools Still Using Standardized Tests? Engen, Harold B.; And Others *Personnel and Guidance Journal;* v60 n5 p287-90 Jan 1982 (Reprint: UMI)

Descriptors: *Career Counseling; National Surveys; Psychometrics; School Counselors; School Funds; *Secondary Education; *Standardized Tests; *Test Use; *Testing Programs; Vocational Aptitude

Reports results of a 1979 national survey of test usage in grades 7-12. Results indicated schools continued to give tests and desired to do more testing, at least for career guidance, if funds were available. Found the Armed Services Vocational Aptitude Battery was the most popular career guidance test. (Author/JAC)

FIGURE 25 (b). CIJE, January - June 1982. p. 294.

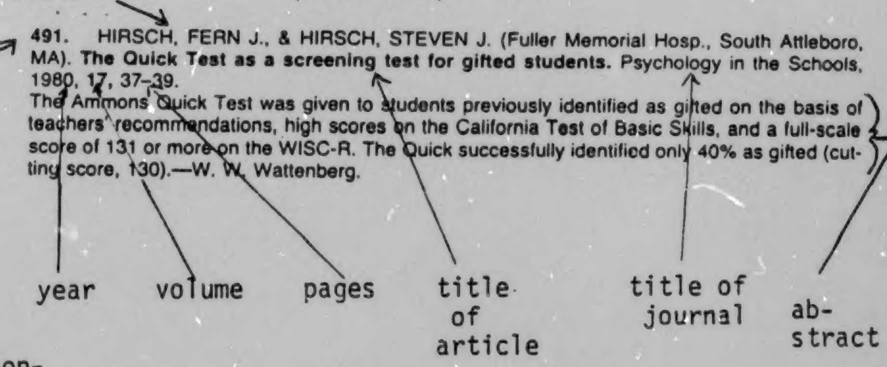
subject portion



Temperament
  adult behavior &, 322
  assessment, 410
  behavior problems &, 570
  Down's syndrome &, 585
  twins, 320, 374
Terman- Merrill Test, 470
Tests
  child birth, 270
  examiner effects, 510
  gifted screening, 491
  McCarthy Screening
    Test, 497, 540
  personality, 680
  as predictors, 204
  retardate performance,
    529
  Revised PPVT, 512
  sex bias, 514
  Terman- Merrill, 470
  WISC-R & WRAT, 522

FIGURE 26a. Child Development Abstracts, vol. 56. p. 254.

abstract portion


authors
year
volume
pages
title of article
title of journal
ab-
stract

491. HIRSCH, FERN J., & HIRSCH, STEVEN J. (Fuller Memorial Hosp., South Attleboro, MA). **The Quick Test as a screening test for gifted students.** Psychology in the Schools, 1980, 17, 37–39.

The Ammons Quick Test was given to students previously identified as gifted on the basis of teachers' recommendations, high scores on the California Test of Basic Skills, and a full-scale score of 131 or more on the WISC-R. The Quick successfully identified only 40% as gifted (cutting score, 130).—W. W. Wattenberg.

FIGURE 26 (b). Child Development Abstracts, vol. 56. p. 74.

Go on to page 13.

BEST COPY AVAILABLE

Finally, after all of this searching for entries, you will need to know whether or not the Library subscribes to the journals which contain the articles you find through an index.

Simply look up the title in the Library's SERIALS LIST, the computer printout bound in cardboard covers. Copies are kept at the Reference Desk, the Index Area, and the Current Periodicals. If the title you need is not in the list, you may request a photocopy of the article through Interlibrary Loan.

```
              VC/UHVC LIBRARY SERIALS CATALOGUE                  REPORT   1
                   PUBLIC AUTHOR-TITLE LIST                      PAGE   298


PERSONNEL AND GUIDANCE JOURNAL
 PAPER: V.32 TO DATE   (OCT 1953 TO DATE)
 MICROFILM: V.1-34  (AUG 1921-MAY 1956)
 MICROFICHE: V.56 TO DATE  (SEP 1977 TO DATE)
 PUBLICATION TYPE: PERIODICAL
```

Indicates a current subscription

```
PERSONNEL AND TRAINING MANAGEMENT
 MICROFILM: V.17-35   (1950-1967)
 SUPERSEDED BY: PERSONNEL MANAGEMENT
 PUBLICATION TYPE: ANNUAL/IRREGULAR-NOT ANALYZED
```

Title of periodical has changed to Personnel Management

```
PERSONNEL JOURNAL
 PAPER: V.27-28;31-50;54,NO.4 TO DATE  (MAY 1948-APR 1950;MAY 1952-
  1971;APR 1975 TO DATE)
 MICROFILM: V.1-40;52 TO DATE  (1922-1961;1973 TO DATE)
 PUBLICATION TYPE: PERIODICAL
```

Indicates gap in microfilm holdings

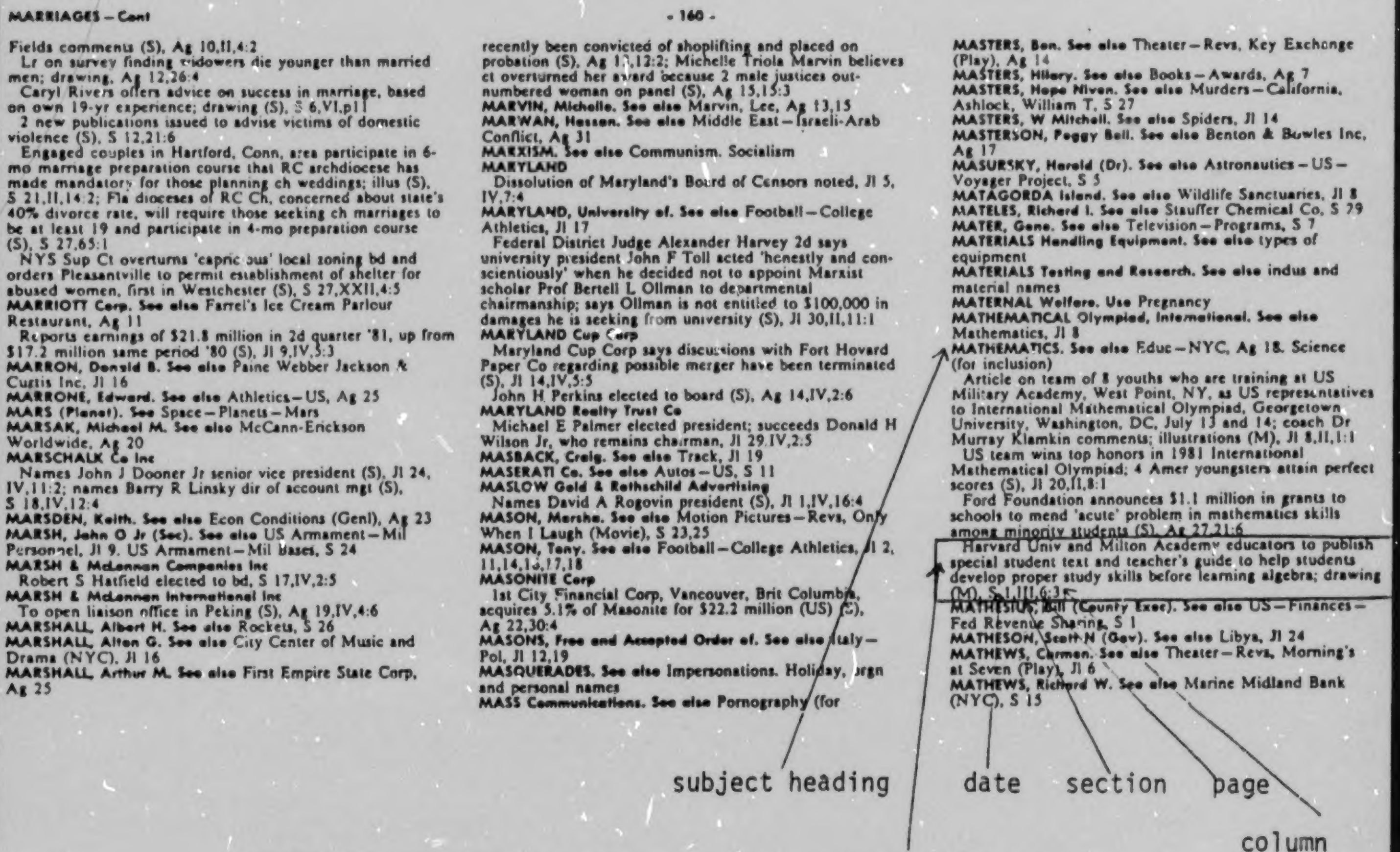
```
PERSONNEL MANAGEMENT  (ENGLAND)
 PAPER: V.8,NO.9-V.10,NO.4  (SEP 1976-APR 1978)
 SUPERSEDES: PERSONNEL AND TRAINING MANAGEMENT
 PUBLICATION TYPE: PERIODICAL
```

Indicates subscription has been cancelled.

From this example you can see that the Library subscribes to Personnel and Guidance Journal, and you would be able to read the article in the CIJE example on page 17.

Go on to page 19.

NEWSPAPERS are the most current of all periodicals, and they are important sources of factual information that may not be available anywhere else. Some large daily papers, like the New York Times and the Wall Street Journal, even have their own indexes. The form of an entry in anewspaper index is quite different from other periodical entries.


subject heading
summary of article
date
section
page
column

MARRIAGES – Cont

- 160 -

Fields comments (S), Ag 10,II,4:2
Lr on survey finding widowers die younger than married men; drawing, Ag 12,26:4
Caryl Rivers offers advice on success in marriage, based on own 19-yr experience; drawing (S), S 6,VI,p11
2 new publications issued to advise victims of domestic violence (S), S 12,21:6
Engaged couples in Hartford, Conn, area participate in 6-mo marriage preparation course that RC archdiocese has made mandatory for those planning ch weddings; illus (S), S 21,II,14:2; Fla dioceses of RC Ch, concerned about state's 40% divorce rate, will require those seeking ch marriages to be at least 19 and participate in 4-mo preparation course (S), S 27,65:1
NYS Sup Ct overturns 'capricious' local zoning bd and orders Pleasantville to permit establishment of shelter for abused women, first in Westchester (S), S 27,XXII,4:5
MARRIOTT Corp. See also Farrel's Ice Cream Parlour Restaurant, Ag 11
Reports earnings of $21.8 million in 2d quarter '81, up from $17.2 million same period '80 (S), Jl 9,IV,5:3
MARRON, Donald B. See also Paine Webber Jackson & Curtis Inc, Jl 16
MARRONE, Edward. See also Athletics – US, Ag 25
MARS (Planet). See Space – Planets – Mars
MARSAK, Michael M. See also McCann-Erickson Worldwide, Ag 20
MARSCHALK Co Inc
Names John J Dooner Jr senior vice president (S), Jl 24, IV,11:2; names Barry R Linsky dir of account mgt (S), S 18,IV,12:4
MARSDEN, Keith. See also Econ Conditions (Genl), Ag 23
MARSH, John O Jr (Sec). See also US Armament – Mil Personnel, Jl 9. US Armament – Mil Bases, S 24
MARSH & McLennan Companies Inc
Robert S Hatfield elected to bd, S 17,IV,2:5
MARSH & McLennan International Inc
To open liaison office in Peking (S), Ag 19,IV,4:6
MARSHALL, Albert H. See also Rockets, S 26
MARSHALL, Alton G. See also City Center of Music and Drama (NYC), Jl 16
MARSHALL, Arthur M. See also First Empire State Corp, Ag 25

recently been convicted of shoplifting and placed on probation (S), Ag 13,12:2; Michelle Triola Marvin believes ct overturned her award because 2 male justices outnumbered woman on panel (S), Ag 15,15:3
MARVIN, Michelle. See also Marvin, Lee, Ag 13,15
MARWAN, Hassan. See also Middle East – Israeli-Arab Conflict, Ag 31
MARXISM. See also Communism. Socialism
MARYLAND
Dissolution of Maryland's Board of Censors noted, Jl 5, IV,7:4
MARYLAND, University of. See also Football – College Athletics, Jl 17
Federal District Judge Alexander Harvey 2d says university president John F Toll acted 'honestly and conscientiously' when he decided not to appoint Marxist scholar Prof Bertell L Ollman to departmental chairmanship; says Ollman is not entitled to $100,000 in damages he is seeking from university (S), Jl 30,II,11:1
MARYLAND Cup Corp
Maryland Cup Corp says discussions with Fort Hovard Paper Co regarding possible merger have been terminated (S), Jl 14,IV,5:5
John H Perkins elected to board (S), Ag 14,IV,2:6
MARYLAND Realty Trust Co
Michael E Palmer elected president; succeeds Donald H Wilson Jr, who remains chairman, Jl 29,IV,2:5
MASBACK, Craig. See also Track, Jl 19
MASERATI Co. See also Autos – US, S 11
MASLOW Gold & Rothschild Advertising
Names David A Rogovin president (S), Jl 1,IV,16:4
MASON, Marsha. See also Motion Pictures – Revs, Only When I Laugh (Movie), S 23,25
MASON, Tony. See also Football – College Athletics, Jl 2, 11,14,16,17,18
MASONITE Corp
1st City Financial Corp, Vancouver, Brit Columbia, acquires 5.1% of Masonite for $22.2 million (US) (S), Ag 22,30:4
MASONS, Free and Accepted Order of. See also Italy – Pol, Jl 12,19
MASQUERADES. See also Impersonations. Holiday, orgn and personal names
MASS Communications. See also Pornography (for

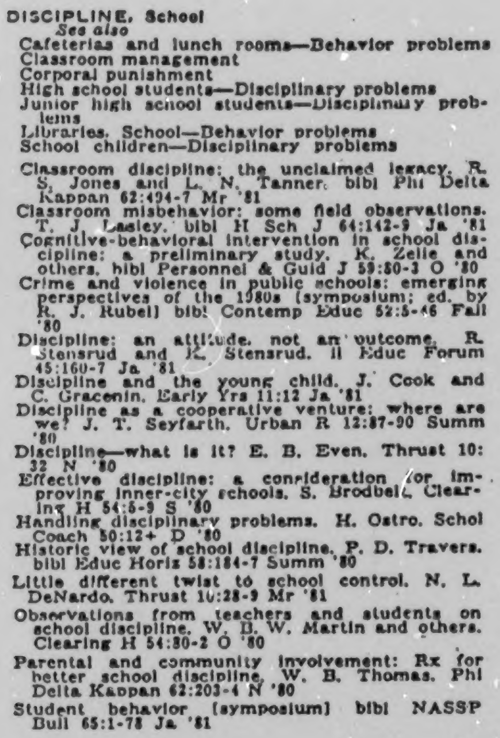
MASTERS, Ben. See also Theater – Revs, Key Exchange (Play), Ag 14
MASTERS, Hilary. See also Books – Awards, Ag 7
MASTERS, Hope Niven. See also Murders – California, Ashlock, William T, S 27
MASTERS, W Mitchell. See also Spiders, Jl 14
MASTERSON, Peggy Bell. See also Benton & Bowles Inc, Ag 17
MASURSKY, Harold (Dr). See also Astronautics – US – Voyager Project, S 5
MATAGORDA Island. See also Wildlife Sanctuaries, Jl 8
MATELES, Richard I. See also Stauffer Chemical Co, S 29
MATER, Gene. See also Television – Programs, S 7
MATERIALS Handling Equipment. See also types of equipment
MATERIALS Testing and Research. See also indus and material names
MATERNAL Welfare. Use Pregnancy
MATHEMATICAL Olympiad, International. See also Mathematics, Jl 8
MATHEMATICS. See also Educ – NYC, Ag 18. Science (for inclusion)
Article on team of 8 youths who are training at US Military Academy, West Point, NY, as US representatives to International Mathematical Olympiad, Georgetown University, Washington, DC, July 13 and 14; coach Dr Murray Klamkin comments; illustrations (M), Jl 8,II,1:1
US team wins top honors in 1981 International Mathematical Olympiad; 4 Amer youngsters attain perfect scores (S), Jl 20,II,8:1
Ford Foundation announces $1.1 million in grants to schools to mend 'acute' problem in mathematics skills among minority students (S), Ag 27,21:6
Harvard Univ and Milton Academy educators to publish special student text and teacher's guide to help students develop proper study skills before learning algebra; drawing (M), S 1,III,6:3
MATHESIUS, Bill (County Exec). See also US – Finances – Fed Revenue Sharing, S 1
MATHESON, Scott N (Gov). See also Libya, Jl 24
MATHEWS, Carmen. See also Theater – Revs, Morning's at Seven (Play), Jl 6
MATHEWS, Richard W. See also Marine Midland Bank (NYC), S 15

FIGURE 27. The New York Times Index, 1981. p. 638.

Go on to page 20.

BEST COPY AVAILABLE

You are beginning your research on school discipline. Could you also use the heading "corporal punishment"?



DISCIPLINE, School
See also
Cafeterias and lunch rooms—Behavior problems
Classroom management
Corporal punishment
High school students—Disciplinary problems
Junior high school students—Disciplinary problems
Libraries, School—Behavior problems
School children—Disciplinary problems

Classroom discipline: the unclaimed legacy. R. S. Jones and L. N. Tanner. bibl Phi Delta Kappan 62:494-7 Mr '81
Classroom misbehavior: some field observations. T. J. Lasley. bibl H Sch J 64:142-9 Ja '81
Cognitive-behavioral intervention in school discipline: a preliminary study. K. Zelie and others. bibl Personnel & Guid J 59:80-3 O '80
Crime and violence in public schools: emerging perspectives of the 1980s [symposium; ed. by R. J. Rubel] bibl Contemp Educ 52:5-46 Fall '80
Discipline: an attitude, not an outcome. R. Stensrud and K. Stensrud. il Educ Forum 45:160-7 Ja '81
Discipline and the young child. J. Cook and C. Gracenin. Early Yrs 11:12 Ja '81
Discipline as a cooperative venture: where are we? J. T. Seyfarth. Urban R 12:87-90 Summ '80
Discipline—what is it? E. B. Even. Thrust 10:32 N '80
Effective discipline: a consideration for improving inner-city schools. S. Brodbelt. Clearing H 54:5-9 S '80
Handling disciplinary problems. H. Ostro. Schol Coach 50:12+ D '80
Historic view of school discipline. P. D. Travers. bibl Educ Horiz 58:184-7 Summ '80
Little different twist to school control. N. L. DeNardo. Thrust 10:28-9 Mr '81
Observations from teachers and students on school discipline. W. B. W. Martin and others. Clearing H 54:80-2 O '80
Parental and community involvement: Rx for better school discipline. W. B. Thomas. Phi Delta Kappan 62:203-4 N '80
Student behavior [symposium] bibl NASSP Bull 65:1-78 Ja '81

FIGURE 28. Education Index, vol. 31. p. 317.

Yes. (Turn to page 21)

No. (Turn to page 22)

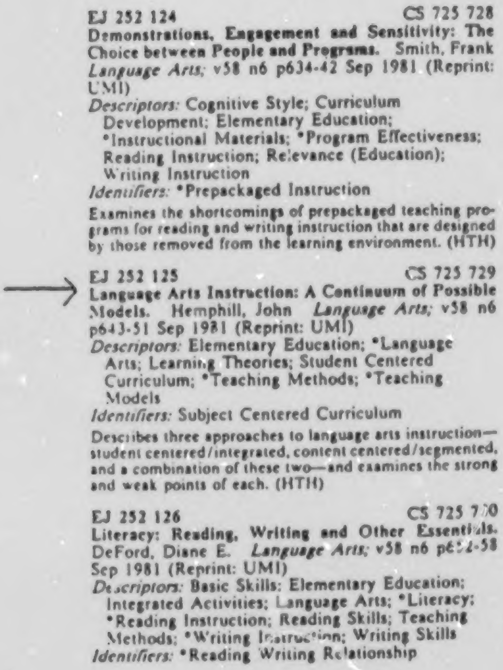
BEST COPY AVAILABLE

Very good. Corporal punishment is a "see also" heading, which means that you could use it as well as Discipline, School.

Go on to page 23.

Did you forget the diagram on page 4? We admit that it was quite far back. Review it and try the question again. In case you forgot, the question was on page 20.

You are researching a speech on language arts instruction. An entry in CIJE looks promising. Could you find a copy of the article in the VC/UHV Library?



EJ 252 124 CS 725 728
Demonstrations, Engagement and Sensitivity: The Choice between People and Programs. Smith, Frank *Language Arts;* v58 n6 p634-42 Sep 1981 (Reprint: UMI)
Descriptors: Cognitive Style; Curriculum Development; Elementary Education; *Instructional Materials; *Program Effectiveness; Reading Instruction; Relevance (Education); Writing Instruction
Identifiers: *Prepackaged Instruction

Examines the shortcomings of prepackaged teaching programs for reading and writing instruction that are designed by those removed from the learning environment. (HTH)

→ EJ 252 125 CS 725 729
Language Arts Instruction: A Continuum of Possible Models. Hemphill, John *Language Arts;* v58 n6 p643-51 Sep 1981 (Reprint: UMI)
Descriptors: Elementary Education; *Language Arts; Learning Theories; Student Centered Curriculum; *Teaching Methods; *Teaching Models
Identifiers: Subject Centered Curriculum

Describes three approaches to language arts instruction—student centered/integrated, content centered/segmented, and a combination of these two—and examines the strong and weak points of each. (HTH)

EJ 252 126 CS 725 730
Literacy: Reading, Writing and Other Essentials. DeFord, Diane E. *Language Arts;* v58 n6 p652-58 Sep 1981 (Reprint: UMI)
Descriptors: Basic Skills; Elementary Education; Integrated Activities; Language Arts; *Literacy; *Reading Instruction; Reading Skills; Teaching Methods; *Writing Instruction; Writing Skills
Identifiers: *Reading Writing Relationship

FIGURE 29. CIJE, January - June 1982. p. 80.

```
LANGUAGE AND SPEECH
 PAPER: V.19 TO DATE  (1976 TO DATE)
 MICROFILM: V.1 TO DATE  (1958 TO DATE)
 PUBLICATION TYPE: PERIODICAL


LANGUAGE AND STYLE
 PAPER: V.9,NO.2-V.10  (SPR 1976-1977)
 PUBLICATION TYPE: PERIODICAL


LANGUAGE ARTS
 PAPER: V.52 TO DATE  (1975 TO DATE)
 MICROFILM: V.52 TO DATE  (1975 TO DATE)
 CONTINUES: ELEMENTARY ENGLISH
 PUBLICATION TYPE: PERIODICAL


LANGUAGE IN SOCIETY
 PAPER: V.5 TO DATE  (APR 1976 TO DATE)
 PUBLICATION TYPE: PERIODICAL
```

Yes. (Turn to page 24)

No. (Turn to page 25)

AVAILABLE

Good! You discovered that the article is in Language Arts, and that the Library has a current subscription to this periodical in paper and microfilm.

Go on to page 26.

Not quite. You should review page 18 and try again.

So far, we have shown you how to search for periodical articles MANUALLY, i.e. you will have to look up your topic in each volume of the appropriate index until you find enough information. Needless to say, this is a time-consuming process, which may take you several hours to complete.

There is, however, a faster way. A librarian can do your search by COMPUTER. The computer looks for articles on your subject by dividing the topic into separate facets, which must then be combined using Boolean logic.

For example:

> Assume you are researching the effects of bilingual education on the reading skills of elementary school children.

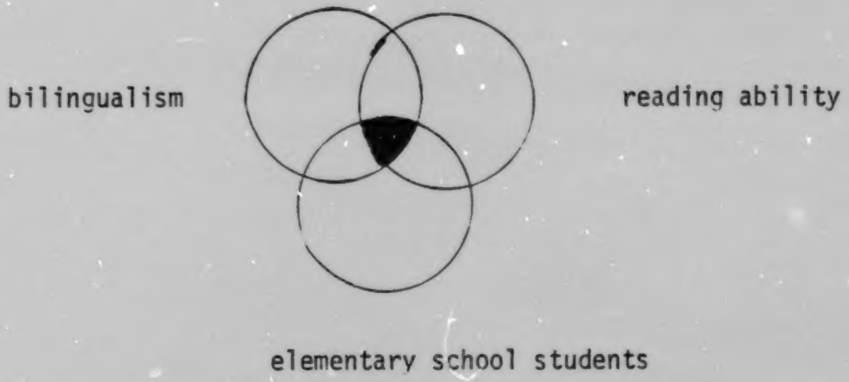
The topic can be divided into three sets of synonymous terms:

bilingualism
bilingual education
multicultural education

reading skills
reading comprehension
reading ability

elementary school students
elementary school children
primary education

The librarian types each set of terms into the computer, and then instructs it to retrieve only those articles that contain a term from each of the three groups. The output of the search will be only those articles which cover all three concepts, or the overlap represented by the shaded area in the circles below.



Go on to page 27.

It takes the computer only a few minutes to execute a search, but that doesn't mean that there is nothing left for you to do. Before the librarian can plan the search strategy, you will have to define your topic carefully, and make a list of the appropriate words and subject headings. The computer cannot make assumptions or ask for clarification; it merely looks for the words it is told to locate. The computer does not know, for example, that "bilingualism" and "bilingual education" mean approximately the same thing. If the articles you need are indexed under "bilingualism" and only the term "bilingual education" has been typed, the computer will not be able to locate the articles. This is just a mechanical version of the familiar problem of subject headings. The fact that you don't find what you're looking for doesn't necessarily mean that it's not there--you may be looking under the wrong term.

Now that we've gotten you excited about how much time a computer can save, we have to add a word of warning: a computer search is not always the best way to research a topic.

The computer is an effective way to do a search which contains more than one concept, i.e. one that would require you to check unrelated ideas (like bilingual education and reading) in each volume of a printed index. You would have to look at all the articles on bilingual education to see if they mentioned reading ability, and at all those on reading ability to see if they mentioned elementary school children.

If you were merely looking for information on a single concept, like reading education, a computer search would be unnecessary. The computer would tell you how many articles contain the term "Reading education"--and it could easily be several hundred.

Go on to page 28.

You are researching a report on intelligence tests. Should you ask a librarian to search this topic for you by computer?

Yes. (Turn to page 29)

No. (Turn to page 30)

Are you sure? Review page 27 and consider changing your mind.

Then turn to page 30.

Right! "Intelligence tests" is a good example of a single concept topic. You need only look under that heading in a printed index to find plenty of articles on the subject.

Suppose that your presentation were on Higher Education in the Soviet Union. Would you want to consider a computer search?

Yes. (Turn to page 31)

No. (Turn to page 32)

Correct. This topic combines two concepts, higher education and the Soviet Union. It would take quite a while to search it manually, but the computer could easily combine the terms.

Go on to page 33.

On the contrary, this is a very appropriate topic for a computer search. Review pages 26 and 27, and see if you can figure out why. Then turn to page 33.

If you are unclear about anything we have discussed in this chapter, take a little more time to study it carefully. If you feel fairly certain that you understand indexes, you may do the practice exercises on page 34, and then go on to Chapter 6.

NAME: ______________________ INSTRUCTOR: ______________________

QUESTIONS TO ANSWER IN THE LIBRARY

1. Find the Thesaurus of ERIC Descriptors, 9th edition, and look up "Reading Problems."

   a) To what other subject heading (descriptor) are you referred?

   b) Look at this preferred descriptor in the Thesaurus, and list two related descriptors that you could also use.

   c) Look up "reading difficulties" in any recent volume of Current Index To Journals In Education (CIJE). Write the number of the entry you choose here ______________________________.

      i) Who is the author(s) of the article?

      ii) What is the title?

      iii) In what periodical was it published?

      iv) What is the volume number and date of publication for this periodical?

      v) Is this issue of the periodical available in the VC/UHV Library?

2. Find the 1980 New York Times Index.

   a) Look up "scholastic Math Magazine," a publication for junior high school students with substandard reading ability. Write the date, section, page, and column of the issue in which the story appears ____________________
   ____.

   b) You know form checking the Serials List that the 1980 issues of the New York Times are on Microfilm in the Media Center. Locate the article about Scholastic Math Magazine and give the headline. (This is the "title" by which you would enter it in your bibliography if you were to quote this article in a paper.)

Chapter 6

GETTING ANOTHER OPINION

Congratulations! You have reached the half-way point! The first half of this unit was devoted to teaching you the basic steps to follow in laying a solid foundation for a research paper. The second half will show you how to add some special touches to that underlying structure. Unlike the basic process that you learned in Chapters 1-5, these next steps are not interrelated. Not all of them will apply to every paper that you write; some will be more useful than others, depending upon the nature and scope of your topic.

A crucial point to keep in mind when doing research is that not even the so-called "authorities" always agree. There is usually a pack of critics yapping at the heels of every new theory, and most of the established ones have been chewed over like old bones. Learn to read books and articles with a critical eye, looking for weaknesses in argument and methodology. Admittedly, this is an acquired skill, and it may sometimes be difficult for you, as an inexperienced student, to know whether you are reading good scholarship or unsubstantiated opinion. Under these circumstances, you may want to know what others have said about a book or article, and we can show you some simple ways to find out.

Go on to page 2.

Before you decide to rely too heavily on the conclusions that author X draws in his book, you might want to read what the REVIEWS said about the book when it was published. Since we have already discussed indexes to bibliographies and indexes to periodical articles, you probably will not be surprised to find that there are also indexes to book reviews. Some important ones are:

Book Review Digest

Book Review Index

Current Book Review Citations

Combined Retrospective Index to Book Reviews in Scholarly Journals, 1886-1974

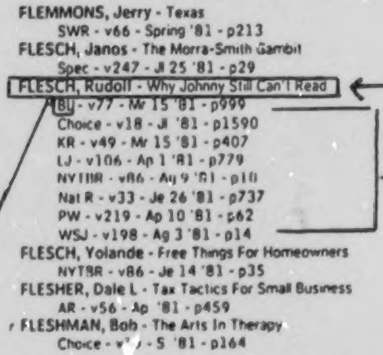
National Library Service Cumulative Book Review Index, 1905-1974

Children's Book Review Index

To locate a book review, you will need to know the author's name and the publication date of the book (the original date, not a reprint or subsequent printing date). If you wanted a review of Rudolf Flesch's book Why Johnny Still Can't Read, which was published in 1981, you would choose the 1981 volume of a book review index, and look up Flesch's name. (You may sometimes have to check a year or two after the publication date as well. If there are cumulative volumes, you can start there to identify the volume you need).

Go on to page 3.

If you choose Book Review Index, the entry under Flesch's name will look like this:



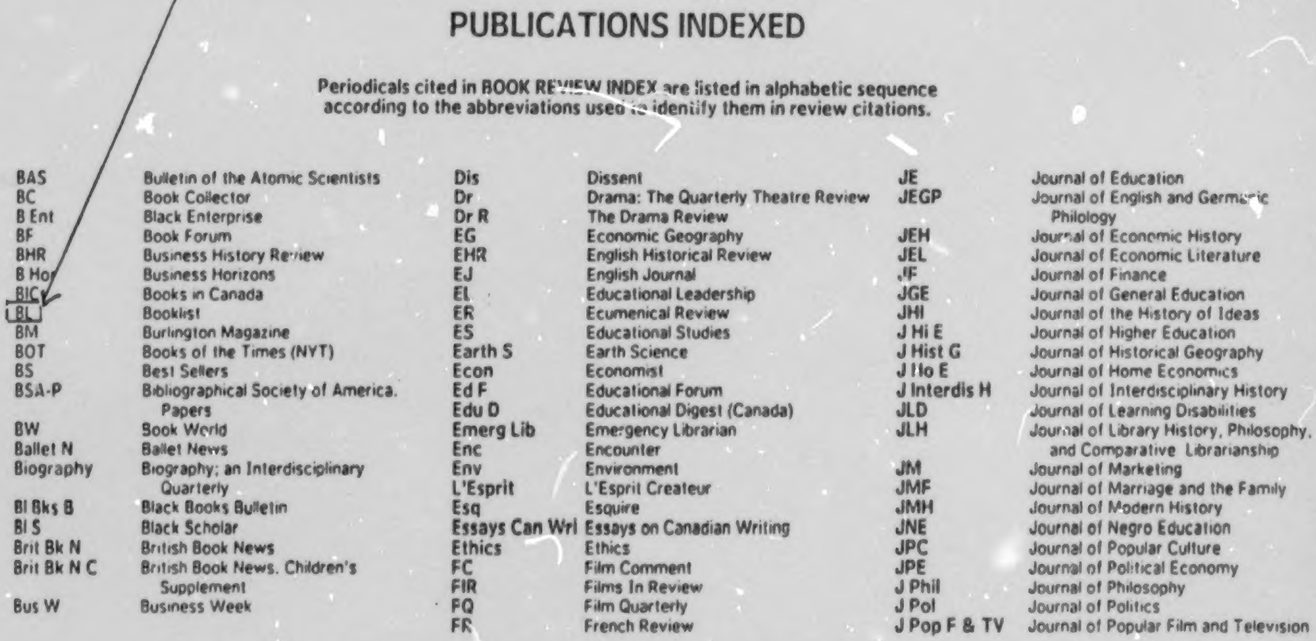
FLEMMONS, Jerry - Texas
SWR - v66 - Spring '81 - p213
FLESCH, Janos - The Morra-Smith Gambit
Spec - v247 - Jl 25 '81 - p29
FLESCH, Rudolf - Why Johnny Still Can't Read
BL - v77 - Mr 15 '81 - p999
Choice - v18 - Jl '81 - p1590
KR - v49 - Mr 15 '81 - p407
LJ - v106 - Ap 1 '81 - p779
NYTBR - v86 - Ag 9 '81 - p10
Nat R - v33 - Je 26 '81 - p737
PW - v219 - Ap 10 '81 - p62
WSJ - v198 - Ag 3 '81 - p14
FLESCH, Yolande - Free Things For Homeowners
NYTBR - v86 - Je 14 '81 - p35
FLESHER, Dale L - Tax Tactics For Small Business
AR - v56 - Ap '81 - p459
FLESHMAN, Bob - The Arts In Therapy
Choice - v19 - S '81 - p164

title of book

periodicals in which the book was reviewed

FIGURE 30 (a). Book Review Index, 1981. p. 188-9.

As with other indexes to periodicals, you will have to check the list of abbreviations at the front of the volume for the full title of the periodical.



PUBLICATIONS INDEXED

Periodicals cited in BOOK REVIEW INDEX are listed in alphabetic sequence according to the abbreviations used to identify them in review citations.

BAS	Bulletin of the Atomic Scientists	Dis	Dissent	JE	Journal of Education
BC	Book Collector	Dr	Drama: The Quarterly Theatre Review	JEGP	Journal of English and Germanic Philology
B Ent	Black Enterprise	Dr R	The Drama Review		
BF	Book Forum	EG	Economic Geography	JEH	Journal of Economic History
BHR	Business History Review	EHR	English Historical Review	JEL	Journal of Economic Literature
B Ho	Business Horizons	EJ	English Journal	JF	Journal of Finance
BIC	Books in Canada	EL	Educational Leadership	JGE	Journal of General Education
BL	Booklist	ER	Ecumenical Review	JHI	Journal of the History of Ideas
BM	Burlington Magazine	ES	Educational Studies	J Hi E	Journal of Higher Education
BOT	Books of the Times (NYT)	Earth S	Earth Science	J Hist G	Journal of Historical Geography
BS	Best Sellers	Econ	Economist	J Ho E	Journal of Home Economics
BSA-P	Bibliographical Society of America. Papers	Ed F	Educational Forum	J Interdis H	Journal of Interdisciplinary History
		Edu D	Educational Digest (Canada)	JLD	Journal of Learning Disabilities
BW	Book World	Emerg Lib	Emergency Librarian	JLH	Journal of Library History, Philosophy, and Comparative Librarianship
Ballet N	Ballet News	Enc	Encounter		
Biography	Biography; an Interdisciplinary Quarterly	Env	Environment	JM	Journal of Marketing
		L'Esprit	L'Esprit Createur	JMF	Journal of Marriage and the Family
Bl Bks B	Black Books Bulletin	Esq	Esquire	JMH	Journal of Modern History
Bl S	Black Scholar	Essays Can Wri	Essays on Canadian Writing	JNE	Journal of Negro Education
Brit Bk N	British Book News	Ethics	Ethics	JPC	Journal of Popular Culture
Brit Bk N C	British Book News. Children's Supplement	FC	Film Comment	JPE	Journal of Political Economy
		FIR	Films In Review	J Phil	Journal of Philosophy
Bus W	Business Week	FQ	Film Quarterly	J Pol	Journal of Politics
		FR	French Review	J Pop F & TV	Journal of Popular Film and Television

FIGURE 30 (b). Book Review Index, 1981. Publications Indexed.

Go on to page 4.

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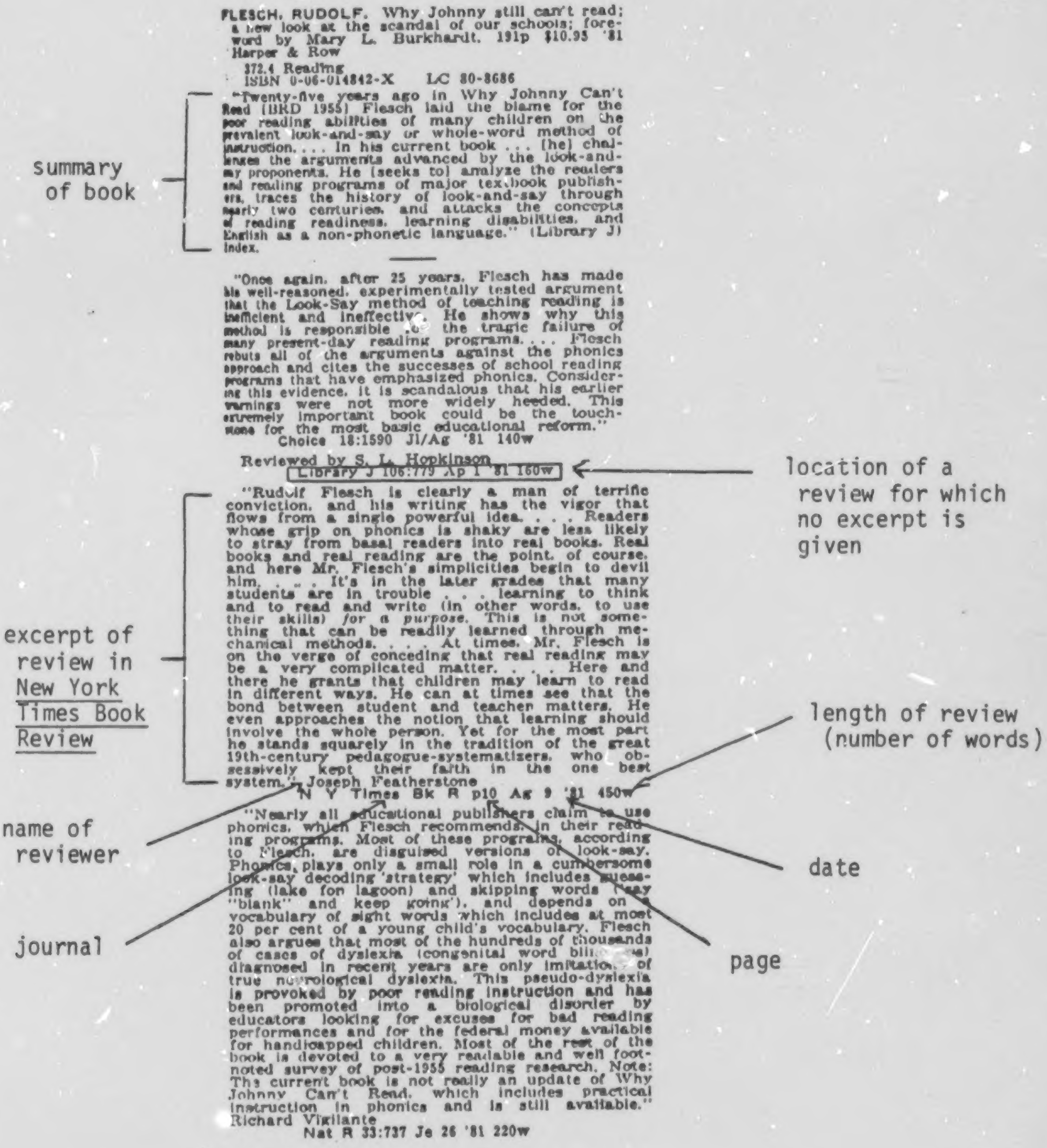
One index to book reviews offers a special feature not included in any of the others. Book Review Digest provides a one-paragraph summary of the book, and then prints excerpts from most of the reviews listed. You can use these excerpts to decide whether or not to locate and read the entire review.



FLESCH, RUDOLF. Why Johnny still can't read; a new look at the scandal of our schools; foreword by Mary L. Burkhardt. 191p $10.95 '81 Harper & Row

372.4 Reading
ISBN 0-06-014842-X LC 80-8686

"Twenty-five years ago in Why Johnny Can't Read [BRD 1955] Flesch laid the blame for the poor reading abilities of many children on the prevalent look-and-say or whole-word method of instruction. . . . In his current book . . . [he] challenges the arguments advanced by the look-and-say proponents. He [seeks to] analyze the readers and reading programs of major textbook publishers, traces the history of look-and-say through nearly two centuries, and attacks the concepts of reading readiness, learning disabilities, and English as a non-phonetic language." (Library J) Index.

"Once again, after 25 years, Flesch has made his well-reasoned, experimentally tested argument that the Look-Say method of teaching reading is inefficient and ineffective. He shows why this method is responsible for the tragic failure of many present-day reading programs. . . . Flesch rebuts all of the arguments against the phonics approach and cites the successes of school reading programs that have emphasized phonics. Considering this evidence, it is scandalous that his earlier warnings were not more widely heeded. This extremely important book could be the touchstone for the most basic educational reform."
Choice 18:1590 Jl/Ag '81 140w

Reviewed by S. L. Hopkinson
Library J 106:779 Ap 1 '81 160w

"Rudolf Flesch is clearly a man of terrific conviction, and his writing has the vigor that flows from a single powerful idea. . . . Readers whose grip on phonics is shaky are less likely to stray from basal readers into real books. Real books and real reading are the point, of course, and here Mr. Flesch's simplicities begin to devil him. . . . It's in the later grades that many students are in trouble . . . learning to think and to read and write (in other words, to use their skills) *for a purpose*. This is not something that can be readily learned through mechanical methods. . . . At times, Mr. Flesch is on the verge of conceding that real reading may be a very complicated matter. . . . Here and there he grants that children may learn to read in different ways. He can at times see that the bond between student and teacher matters. He even approaches the notion that learning should involve the whole person. Yet for the most part he stands squarely in the tradition of the great 19th-century pedagogue-systematizers, who obsessively kept their faith in the one best system." Joseph Featherstone
N Y Times Bk R p10 Ag 9 '81 450w

"Nearly all educational publishers claim to use phonics, which Flesch recommends, in their reading programs. Most of these programs, according to Flesch, are disguised versions of look-say. Phonics plays only a small role in a cumbersome look-say decoding 'strategy' which includes guessing (lake for lagoon) and skipping words ('say "blank" and keep going'), and depends on a vocabulary of sight words which includes at most 20 per cent of a young child's vocabulary. Flesch also argues that most of the hundreds of thousands of cases of dyslexia (congenital word bli[illegible]) diagnosed in recent years are only imitations of true neurological dyslexia. This pseudo-dyslexia is provoked by poor reading instruction and has been promoted into a biological disorder by educators looking for excuses for bad reading performances and for the federal money available for handicapped children. Most of the rest of the book is devoted to a very readable and well footnoted survey of post-1955 reading research. Note: The current book is not really an update of Why Johnny Can't Read, which includes practical instruction in phonics and is still available." Richard Vigilante
Nat R 33:737 Je 26 '81 220w

summary of book

location of a review for which no excerpt is given

excerpt of review in New York Times Book Review

length of review (number of words)

name of reviewer

date

journal

page

FIGURE 31. Book Review Digest, 1981. p. 477.

Go on to page 5

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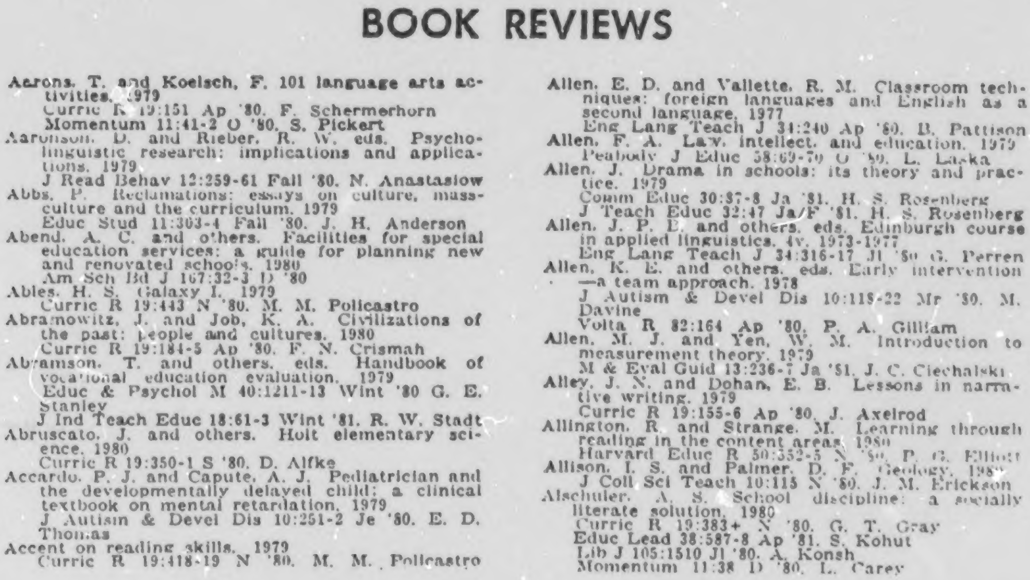
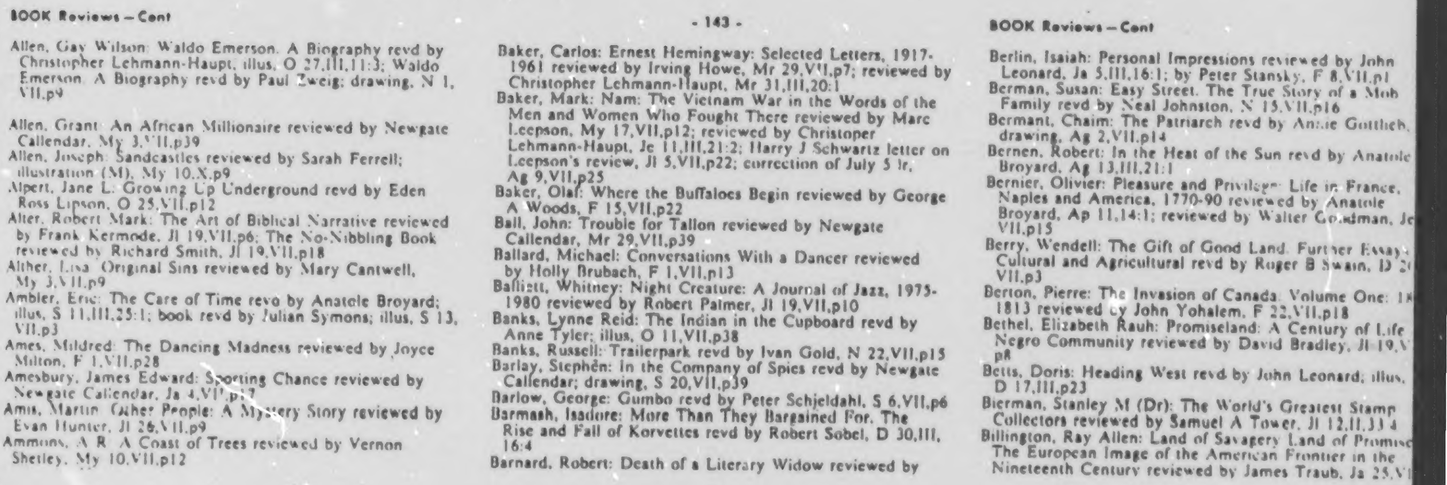
If you don't find a review of your book in any of the book review indexes, check the periodical indexes in your subject. Many have separate book review categories. A few important periodicals even publish their own separate indexes.



BOOK REVIEWS

Aarons, T. and Koelsch, F. 101 language arts activities. 1979
Curric R 19:151 Ap '80. F. Schermerhorn
Momentum 11:41-2 O '80. S. Pickert
Aaronson, D. and Rieber, R. W. eds. Psycholinguistic research: implications and applications. 1979
J Read Behav 12:259-61 Fall '80. N. Anastasiow
Abbs, P. Reclamations: essays on culture, mass-culture and the curriculum. 1979
Educ Stud 11:303-4 Fall '80. J. H. Anderson
Abend, A. C. and others. Facilities for special education services: a guide for planning new and renovated schools. 1980
Am Sch Bd J 167:32-3 D '80
Ables, H. S. Galaxy I. 1979
Curric R 19:443 N '80. M. M. Policastro
Abramowitz, J. and Job, K. A. Civilizations of the past: people and cultures. 1980
Curric R 19:184-5 Ap '80. F. N. Crismah
Abramson, T. and others. eds. Handbook of vocational education evaluation. 1979
Educ & Psychol M 40:1211-13 Wint '80 G. E. Stanley
J Ind Teach Educ 18:61-3 Wint '81. R. W. Stadt
Abruscato, J. and others. Holt elementary science. 1980
Curric R 19:350-1 S '80. D. Alfke
Accardo, P. J. and Capute, A. J. Pediatrician and the developmentally delayed child: a clinical textbook on mental retardation. 1979
J Autism & Devel Dis 10:251-2 Je '80. E. D. Thomas
Accent on reading skills. 1979
Curric R 19:418-19 N '80. M. M. Policastro
Allen, E. D. and Vallette, R. M. Classroom techniques: foreign languages and English as a second language. 1977
Eng Lang Teach J 34:240 Ap '80. B. Pattison
Allen, F. A. Law, intellect, and education. 1979
Peabody J Educ 58:69-70 O '80. L. Laska
Allen, J. Drama in schools: its theory and practice. 1979
Comm Educ 30:87-8 Ja '81. H. S. Rosenberg
J Teach Educ 32:47 Ja/F '81. H. S. Rosenberg
Allen, J. P. B. and others. eds. Edinburgh course in applied linguistics. 4v. 1973-1977
Eng Lang Teach J 34:316-17 Jl '80 G. Perren
Allen, K. E. and others. eds. Early intervention—a team approach. 1978
J Autism & Devel Dis 10:118-22 Mr '80. M. Davine
Volta R 82:164 Ap '80. P. A. Gilliam
Allen, M. J. and Yen, W. M. Introduction to measurement theory. 1979
M & Eval Guid 13:236-7 Ja '81. J. C. Ciechalski
Alley, J. N. and Dohan, E. B. Lessons in narrative writing. 1979
Curric R 19:155-6 Ap '80. J. Axelrod
Allington, R. and Strange, M. Learning through reading in the content areas. 1980
Harvard Educ R 50:552-5 N '80. P. G. Elliott
Allison, I. S. and Palmer, D. F. Geology. 1980
J Coll Sci Teach 10:115 N '80. J. M. Erickson
Alschuler, A. S. School discipline: a socially literate solution. 1980
Curric R 19:383+ N '80. G. T. Gray
Educ Lead 38:587-8 Ap '81. S. Kohut
Lib J 105:1510 Jl '80. A. Konsh
Momentum 11:38 D '80. L. Carey

FIGURE 32. Education Index, vol. 31. p. 1219.



BOOK Reviews – Cont

Allen, Gay Wilson: Waldo Emerson. A Biography revd by Christopher Lehmann-Haupt, illus, O 27,III,11:3; Waldo Emerson. A Biography revd by Paul Zweig; drawing, N 1, VII,p9

Allen, Grant: An African Millionaire reviewed by Newgate Callendar, My 3,VII,p39
Allen, Joseph: Sandcastles reviewed by Sarah Ferrell; illustration (M), My 10,X,p9
Alpert, Jane L: Growing Up Underground revd by Eden Ross Lipson, O 25,VII,p12
Alter, Robert Mark: The Art of Biblical Narrative reviewed by Frank Kermode, Jl 19,VII,p6; The No-Nibbling Book reviewed by Richard Smith, Jl 19,VII,p18
Alther, Lisa: Original Sins reviewed by Mary Cantwell, My 3,VII,p9
Ambler, Eric: The Care of Time revo by Anatole Broyard; illus, S 11,III,25:1; book revd by Julian Symons; illus, S 13, VII,p3
Ames, Mildred: The Dancing Madness reviewed by Joyce Milton, F 1,VII,p28
Amesbury, James Edward: Sporting Chance reviewed by Newgate Callendar, Ja 4,VII,p17
Amis, Martin: Other People: A Mystery Story reviewed by Evan Hunter, Jl 26,VII,p9
Ammons, A R: A Coast of Trees reviewed by Vernon Shetley, My 10,VII,p12

- 143 -

Baker, Carlos: Ernest Hemingway: Selected Letters, 1917-1961 reviewed by Irving Howe, Mr 29,VII,p7; reviewed by Christopher Lehmann-Haupt, Mr 31,III,20:1
Baker, Mark: Nam: The Vietnam War in the Words of the Men and Women Who Fought There reviewed by Marc Leepson, My 17,VII,p12; reviewed by Christoper Lehmann-Haupt, Je 11,III,21:2; Harry J Schwartz letter on Leepson's review, Jl 5,VII,p22; correction of July 5 lr, Ag 9,VII,p25
Baker, Olaf: Where the Buffaloes Begin reviewed by George A Woods, F 15,VII,p22
Ball, John: Trouble for Tallon reviewed by Newgate Callendar, Mr 29,VII,p39
Ballard, Michael: Conversations With a Dancer reviewed by Holly Brubach, F 1,VII,p13
Balliett, Whitney: Night Creature: A Journal of Jazz, 1975-1980 reviewed by Robert Palmer, Jl 19,VII,p10
Banks, Lynne Reid: The Indian in the Cupboard revd by Anne Tyler; illus, O 11,VII,p38
Banks, Russell: Trailerpark revd by Ivan Gold, N 22,VII,p15
Barlay, Stephen: In the Company of Spies revd by Newgate Callendar; drawing, S 20,VII,p39
Barlow, George: Gumbo revd by Peter Schjeldahl, S 6,VII,p6
Barmash, Isadore: More Than They Bargained For. The Rise and Fall of Korvettes revd by Robert Sobel, D 30,III, 16:4
Barnard, Robert: Death of a Literary Widow reviewed by

BOOK Reviews – Cont

Berlin, Isaiah: Personal Impressions reviewed by John Leonard, Ja 5,III,16:1; by Peter Stansky, F 8,VII,p1
Berman, Susan: Easy Street. The True Story of a Mob Family revd by Neal Johnston, N 15,VII,p16
Bermant, Chaim: The Patriarch revd by Annie Gottlieb, drawing, Ag 2,VII,p14
Bernen, Robert: In the Heat of the Sun revd by Anatole Broyard, Ag 13,III,21:1
Bernier, Olivier: Pleasure and Privilege: Life in France, Naples and America, 1770-90 reviewed by Anatole Broyard, Ap 11,14:1; reviewed by Walter Goodman, Je VII,p15
Berry, Wendell: The Gift of Good Land. Further Essays Cultural and Agricultural revd by Roger B Swain, D 2 VII,p3
Berton, Pierre: The Invasion of Canada. Volume One: 1 1813 reviewed by John Yohalem, F 22,VII,p18
Bethel, Elizabeth Rauh: Promiseland: A Century of Life Negro Community reviewed by David Bradley, Jl 19,V p8
Betts, Doris: Heading West revd by John Leonard; illus, D 17,III,p23
Bierman, Stanley M (Dr): The World's Greatest Stamp Collectors reviewed by Samuel A Tower, Jl 12,II,33:4
Billington, Ray Allen: Land of Savagery Land of Promise The European Image of the American Frontier in the Nineteenth Century reviewed by James Traub, Ja 25,V

FIGURE 33. The New York Times Index, 1981. p. 143.

Go on to page 6.

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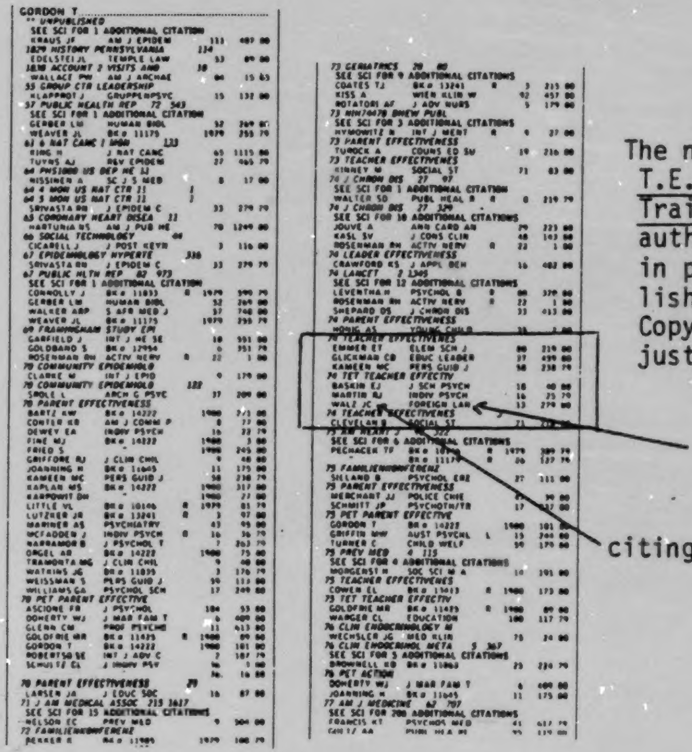
A unique way to find out what has been written about a particular book or article is by using a CITATION INDEX. While citation indexes do list some book reviews, their primary purpose is to show where and how often a particular author's work has been mentioned (cited) by others in his field. Although citation indexes often look formidable to the inexperienced user, they are really no more complicated than the abstracting indexes we examined in Chapter 5. They, too, require you to follow a two-step process which we will demonstrate using Social Sciences Citation Index (SSCI).

Assume that you want to find out how Thomas Gordon's book T.E.T., Teacher Effectiveness Training, has been discussed in the education literature.

STEP 1: Select a "citation" volume of Social Sciences Citation Index and look up Gordon's name. All of his publications as of the date the index was published will be listed under his name in dark type, and preceded by their dates of publication. Find T.E.T, published in 1974.


journal
citing author

The names in light type under T.E.T., Teacher Effectiveness Training are the names of authors who cited this book in periodical articles published in 1979 and 1980. Copy these names and citations just as they appear.

FIGURE 34. Social Sciences Citation Index, Citation Volume, 1980. p. 5058-9.

Go on to page 7.

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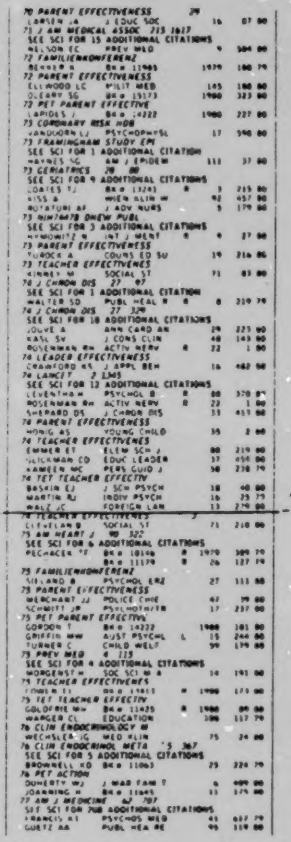
STEP 2: Then, find the "source" volume of SSCI and look up the name of those citing authors that you copied in STEP 1. Now you can see, listed under each author's name, title and publication data of the article citing T.E.T. (If there is more than one entry listed under the citing author, be sure to choose the one for the same journal or book that you found next to that name in the citation volume).



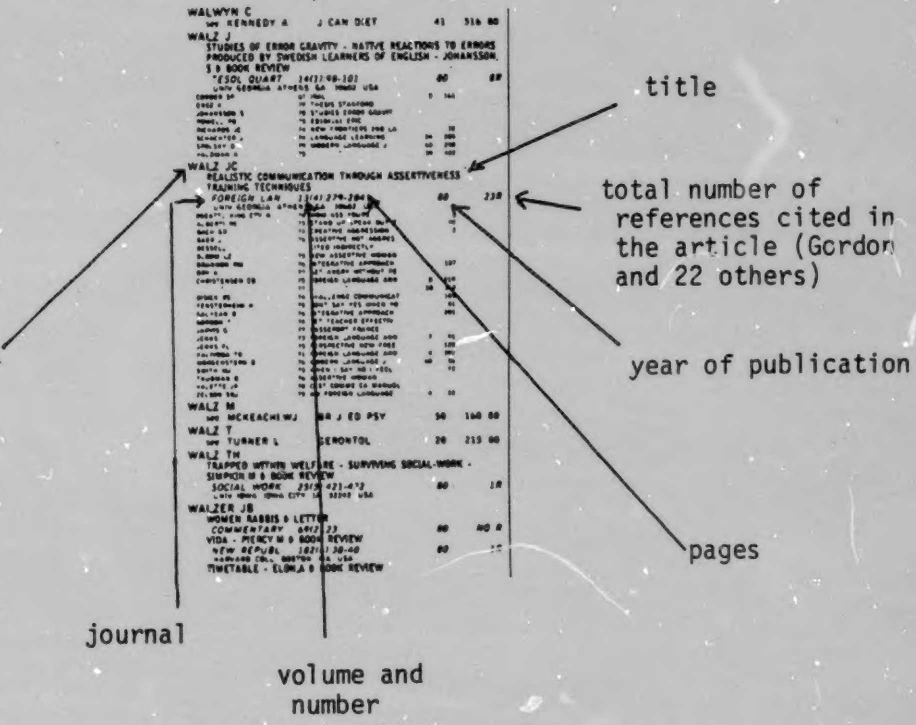

title
total number of references cited in the article (Gordon and 22 others)
year of publication
pages
journal
volume and number

FIGURE 35. Social Sciences Citation Index, Citation Volume, 1980. p. 5058-9.

FIGURE 36. Social Sciences Citation Index, Source Volume, 1980. p. 10393.

That's easier than you would have suspected from a first glance, isn't it? In fact, the hardest part of using a citation index is reading the tiny print.

Go on to page 8.

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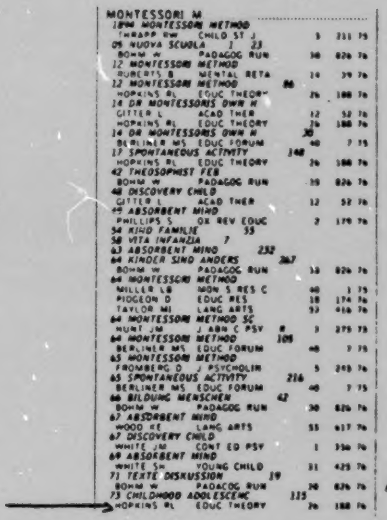
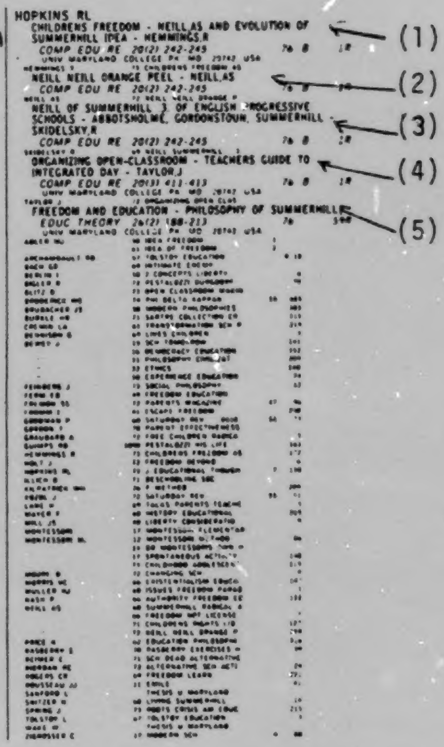
Study the following example from Social Sciences Citation Index. Assume that you have read Maria Montessori's book, Childhood and Adolescence, and want to see how it has been discussed in the education literature. You decide to examine the article by R. L. Hopkins, to see how it mentions Montessori. Which of the entries under Hopkin's name in the "source" volume is the same one that you found in the "citation" volume under Montessori's name?



MONTESSORI M
1896 MONTESSORI METHOD
THRAPP RW CHILD ST J 3 211 75
05 NUOVA SCUOLA 1 23
BOHM W PADAGOG RUN 30 826 76
12 MONTESSORI METHOD
ROBERTS B MENTAL RETA 14 39 76
12 MONTESSORI METHOD 86
HOPKINS RL EDUC THEORY 26 188 76
14 DR MONTESSORIS OWN H
GITTER L ACAD THER 12 52 76
HOPKINS RL EDUC THEORY 26 188 76
14 DR MONTESSORIS OWN H 30
BERLINER MS EDUC FORUM 40 7 75
17 SPONTANEOUS ACTIVITY 148
HOPKINS RL EDUC THEORY 26 188 76
42 THEOSOPHIST FEB
BOHM W PADAGOG RUN 30 826 76
48 DISCOVERY CHILD
GITTER L ACAD THER 12 52 76
49 ABSORBENT MIND
PHILLIPS S OX REV EDUC 2 179 76
54 KIND FAMILIE 55
58 VITA INFANZIA 7
63 ABSORBENT MIND 232
64 KINDER SIND ANDERS 267
BOHM W PADAGOG RUN 30 826 76
64 MONTESSORI METHOD
MILLER LB MON S RES C 40 1 75
PIDGEON D EDUC RES 18 174 76
TAYLOR MI LANG ARTS 53 416 76
64 MONTESSORI METHOD SC
HUNT JM J ABN C PSY 8 3 275 75
64 MONTESSORI METHOD 105
BERLINER MS EDUC FORUM 40 7 75
65 MONTESSORI METHOD
FROMBERG D J PSYCHOLIN 5 245 76
65 SPONTANEOUS ACTIVITY 216
BERLINER MS EDUC FORUM 40 7 75
66 BILDUNG MENSCHEN 42
BOHM W PADAGOG RUN 30 826 76
67 ABSORBENT MIND
WOOD RE LANG ARTS 53 617 76
67 DISCOVERY CHILD
WHITE JM CONT ED PSY 1 336 76
69 ABSORBENT MIND
WHITE SH YOUNG CHILD 31 425 76
71 TEXTE DISKUSSION 19
BOHM W PADAGOG RUN 30 826 76
73 CHILDHOOD ADOLESCENC 115
HOPKINS RL EDUC THEORY 26 188 76

FIGURE 37a. Social Sciences Citation Index, Citation Volume, 1976. p. 9159.



HOPKINS RL
CHILDRENS FREEDOM - NEILL,AS AND EVOLUTION OF SUMMERHILL IDEA - HEMMINGS,R
COMP EDU RE 20(2) 242-245 76 B 1R
UNIV MARYLAND COLLEGE PK MD 20742 USA
HEMMINGS R 72 CHILDRENS FREEDOM AS
NEILL NEILL ORANGE PEEL - NEILL,AS
COMP EDU RE 20(2) 242-245 76 B 1R
NEILL AS 72 NEILL NEILL ORANGE P
NEILL OF SUMMERHILL, 3 OF ENGLISH PROGRESSIVE SCHOOLS - ABBOTSHOLME, GORDONSTOUN, SUMMERHILL - SKIDELSKY,R
COMP EDU RE 20(2) 242-245 76 B 1R
SKIDELSKY R 69 NEILL SUMMERHILL 3
ORGANIZING OPEN-CLASSROOM - TEACHERS GUIDE TO INTEGRATED DAY - TAYLOR,J
COMP EDU RE 20(3) 411-413 76 B 1R
UNIV MARYLAND COLLEGE PK MD 20742 USA
TAYLOR J 72 ORGANIZING OPEN CLAS
FREEDOM AND EDUCATION - PHILOSOPHY OF SUMMERHILL
EDUC THEORY 26(2) 188-213 76 59R
UNIV MARYLAND COLLEGE PK MD 20742 USA

FIGURE 37 (b). Social Sciences Citation Index, Source Volume, 1976. p. 4420.

(1) Turn to page 9.

(2) Turn to page 10.

(3) Turn to page 11.

(4) Turn to page 12.

(5) Turn to page 13.

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No, the entry for Hopkins was published in Educ Theory. You have chosen an article published in Comp Edu Re. Study the sample on page 7, and then try once more.

No, the entry for Hopkins was published in Edu Theory. You have chosen an article in Comp Edu Re. Study the sample on page 7, and then try the question again.

No, the entry for Hopkins was published in Educ Theory. You have chosen an article from Comp Edu Re. Study the sample on page 7, and then try the question again.

No, the entry for Hopkins was published in Educ Theory. You have chosen an article in Comp Edu Re. Study the sample on page 7, and then try the question again.

Good! From the entry in the citation volume, you can see that Hopkin's article citing Montessori was published in Educ Theory. The only entry from Educ Theory under Hopkin's name is number 5, entitled "Freedom and Education--Philosophy of Summerhill."

If you feel fairly certain that you understand review and citation indexes, you may do the library practice questions on page 14, and then do on the Chapter 7.

Chapter 6

GETTING ANOTHER OPINION

Congratulations! You have reached the half-way point! The first half of this unit was devoted to teaching you the basic steps to follow in laying a solid foundation for a research paper. The second half will show you how to add some special touches to that underlying structure. Unlike the basic process that you learned in Chapters 1-5, these next steps are not interrelated. Not all of them will apply to every paper that you write; some will be more useful than others, depending upon the nature and scope of your topic.

A crucial point to keep in mind when doing research is that not even the so-called "authorities" always agree. There is usually a pack of critics yapping at the heels of every new theory, and most of the established ones have been chewed over like old bones. Learn to read books and articles with a critical eye, looking for weaknesses in argument and methodology. Admittedly, this is an acquired skill, and it may sometimes be difficult for you, as an inexperienced student, to know whether you are reading good scholarship or unsubstantiated opinion. Under these circumstances, you may want to know what others have said about a book or article, and we can show you some simple ways to find out.

Go on to page 2.

Before you decide to rely too heavily on the conclusions that author X draws in his book, you might want to read what the REVIEWS said about the book when it was published. Since we have already discussed indexes to bibliographies and indexes to periodical articles, you probably will not be surprised to find that there are also indexes to book reviews. Some important ones are:

- Book Review Digest
- Book Review Index
- Current Book Review Citations
- Combined Retrospective Index to Book Reviews in Scholarly Journals, 1886-1974
- National Library Service Cumulative Book Review Index, 1905-1974
- Children's Book Review Index

To locate a book review, you will need to know the author's name and the publication date of the book (the original date, not a reprint or subsequent printing date). If you wanted a review of Rudolf Flesch's book Why Johnny Still Can't Read, which was published in 1981, you would choose the 1981 volume of a book review index, and look up Flesch's name. (You may sometimes have to check a year or two after the publication date as well. If there are cumulative volumes, you can start there to identify the volume you need).

Go on to page 3.

NAME:_______________________ INSTRUCTOR:_______________________

QUESTIONS TO ANSWER IN THE LIBRARY

1. Using any appropriate book review index from the list on page 2, locate reviews of From Childhood To Adolescence by Maria Montessori, which was published in 1973.

   a) Give the name and volume of the index in which you found the review(s).

   b) How many reviews of the Montessori book does the index list?

   c) Choose any one of these reviews and give the title, volume, and date of the journal that published it, and the page on which it begins.

2. Using the 1976 citation volume of Social Sciences Citation Index look up the book again.

   a) How many times was the book cited in 1976?

   b) Turn to the source volume and look up this cited reference. Give the title of the article.

Chapter 7

CHECKING UP ON THE EXPERTS

In the last chapter, we examined some ways to find out how books and articles have been received and discussed by authorities in the field. You should be aware, however, that not all opinions are created equal. Differences in philosophy and in educational preparation affect an individual's work. A writer can be liberal, conservative, Marxist, revisionist, Freudian, or any other persuasion, and these biases will be present in his/her work, even though you as a student may not be astute enough to spot them. Not all writers are equally well educated either, and this is a factor you will want to consider in assessing credibility. The individual with a B.A., who makes a living as a freelance writer, frequently lacks the intellectual reputation of the Ph.D. who teaches at Harvard.

You can check on an author's background through a variety of BIOGRAPHICAL SOURCES. The amount of information you will find will vary greatly, depending upon the particular source you choose. Some give only a paragraph of facts and dates; others are longer and more detailed. The following page shows how two different sources cover Rudolf Flesch, author of Why Johnny Still Can't Read, for which we found reviews in the previous chapter.

Go on to page 2.

FLESCH, RUDOLF, author; b. Vienna, Austria, May 8, 1911; s. Hugo and Helen (Basch) F.; Dr.Jur., U. Vienna, 1933; Ph.D., Columbia, 1943; m. Elizabeth Terpenning, Sept. 6, 1941; children—Anne Sutherland (Mrs. Peter Wares), Hugo Walter, Gillian Ruth, Katrina Woodburn, Abigail Allan, Janet Amalia. Came to U.S., 1938, naturalized, 1944. Author: The Art of Plain Talk, 1946; The Way to Write (with A.H. Lass), 1947; The Art of Readable Writing, 1949, rev. edit., 1974; The Art of Clear Thinking, 1951; How to Make Sense, 1954; Why Johnny Can't Read, 1955; The Book of Unusual Quotations, 1957; A New Way to Better English, 1958; How to Write, Speak and Think More Effectively, 1960; How to Be Brief, 1962; The ABC of Style, 1965; The Book of Surprises, 1965; The New Book of Unusual Quotations, 1966; Say What You Mean, 1972; Look It Up: A Deskbook of American Spelling and Style, 1977; How to Write Plain English: A Book for Lawyers and Consumers, 1979; Why Johnny Still Can't Read: A New Look at the Scandal of Our Schools, 1981, cons. FTC, 1976—. Home: 24 Belden Ave Dobbs Ferry NY 10522

FIGURE 38. Who's Who in America, 42nd ed. p. 1065.

FLESCH, Rudolf (Franz) 1911-

PERSONAL: Born May 8, 1911, in Vienna, Austria; came to United States in 1938, naturalized in 1944; son of Hugo (a lawyer) and Helene (Basch) Flesch; married Elizabeth Terpenning, September 6, 1941; children: Anne (Mrs. Peter Wares), Hugo, Gillian, Katrina, Abigail, Janet. *Education:* University of Vienna, Jur.D., 1933; Columbia University, B.S., 1940, M.A., 1942, Ph.D., 1943. *Home:* 24 Belden Ave., Dobbs Ferry, N.Y. 10522.

CAREER: Free-lance writer.

WRITINGS—All published by Harper, except as indicated: *Marks of Readable Style: A Study in Adult Education*, Teachers College, Columbia University, 1943; *The Art of Plain Talk*, 1946; (with A. H. Lass) *The Way to Write*, 1947, 2nd edition, McGraw, 1955; *The Art of Readable Writing*, 1949, revised and enlarged edition, 1974; *How to Test Readability*, 1951; *The Art of Clear Thinking*, 1951; (editor) *Best Articles: Most Memorable Articles of the Year*, Hermitage House, 1953; *How to Make Sense*, 1954; *Why Johnny Can't Read–And What You Can Do about It*, 1955; *Teaching Johnny to Read*, Grosset, 1956; (with others) *How You Can Be a Better Student*, Sterling, 1957; *The Book of Unusual Quotations*, 1957, published as *The New Book of Unusual Quotations*, 1966; *A New Way to Better English*, 1958; *How to Write, Speak and Think More Effectively*, 1960; *How to Be Brief: An Index to Simple Writing*, 1962, published as *How to Express Yourself Clearly and Briefly*, Citadel, 1968; *The ABC of Style: A Guide to Plain English*, 1964; (editor) *The Book of Surprises*, 1965; *Say What You Mean*, 1972; *Look It Up*, 1977; *How to Write Plain English*, 1979; *Why Johnny Still Can't Read*, 1981.

BIOGRAPHICAL/CRITICAL SOURCES: Los Angeles Times Book Review, November 4, 1979.

FIGURE 39. Contemporary Authors, vol. 9-12, First Revision. p. 290.

Go on to page 3.

The most important thing to remember when using biographical sources is that they vary widely in scope. Some are restricted to living individuals:

Current Biography	REF CT 100 .C8
Who's Who	REF DA 28 .W6
Contemporary Authors	REF PS 221 .C6
Directory of American Scholars	REF LA 2311 .C32

Others list deceased persons only:

Chamber's Biographical Dictionary	REF CT 103 .C4
McGraw-Hill Encyclopedia of World Biography	REF CT 103 .M27
Who Was Who	REF E 176 .W64

Some are restricted geographically:

Who's Who in America	REF E 663 .W56
Dictionary of American Biography	REF E 176 .D56
Dictionary of National Biography	REF D 28 .D48

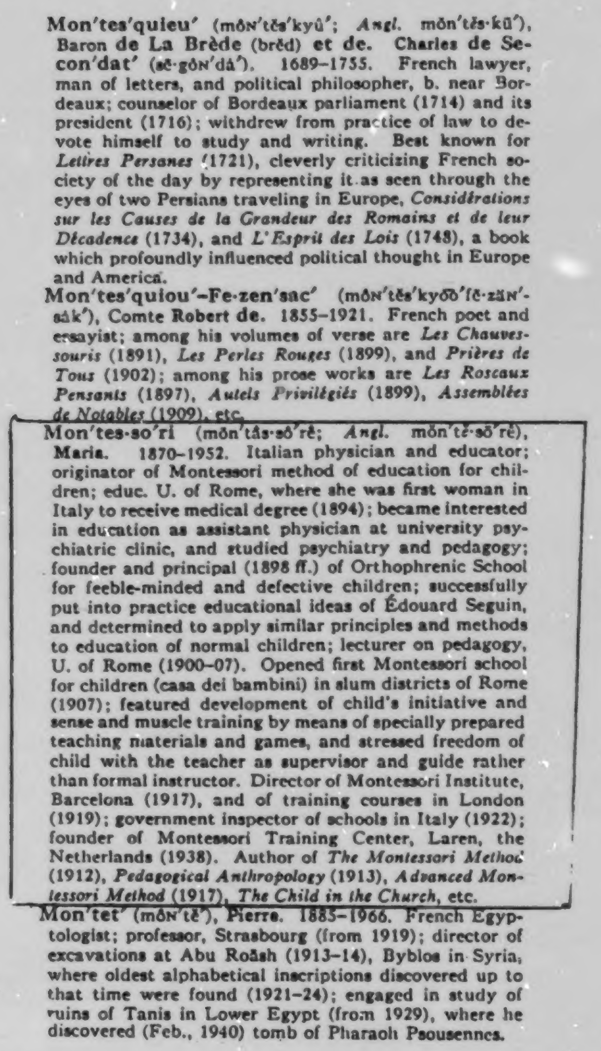
A few are limited to a particular profession:

Biographical Dictionary of American Educators	REF LA 2311 .B54
Leaders in Education	REF LA 2311 .L4

Many sources combine more than one restrictions. For example, Dictionary of American Biography lists only deceased Americans, while Dictionary of National Biography carries only deceased Britons. Always examine the preface or introduction of an unfamiliar source to determine its restrictions in scope.

Go on to page 4.

Depending upon how much information you need, you may want to read about your author in more than one of these sources, since the amount of detail and level of analysis will vary. Compare two different entries for Maria Montessori:



Mon'tes'quieu' (môɴ'tĕs'kyû'; *Angl.* mŏn'tĕs·kū'), Baron **de La Brède** (brĕd) **et de. Charles de Se·con'dat'** (sĕ·gôɴ'dá'). 1689–1755. French lawyer, man of letters, and political philosopher, b. near Bordeaux; counselor of Bordeaux parliament (1714) and its president (1716); withdrew from practice of law to devote himself to study and writing. Best known for *Lettres Persanes* (1721), cleverly criticizing French society of the day by representing it as seen through the eyes of two Persians traveling in Europe, *Considérations sur les Causes de la Grandeur des Romains et de leur Décadence* (1734), and *L'Esprit des Lois* (1748), a book which profoundly influenced political thought in Europe and America.

Mon'tes'quiou'-Fe·zen'sac' (môɴ'tĕs'kyōō'fĕ·zäɴ'-sák'), Comte **Robert de.** 1855–1921. French poet and essayist; among his volumes of verse are *Les Chauves-souris* (1891), *Les Perles Rouges* (1899), and *Prières de Tous* (1902); among his prose works are *Les Roseaux Pensants* (1897), *Autels Privilégiés* (1899), *Assemblées de Notables* (1909), etc.

Mon'tes·so'ri (mōn'tās·sō'rē; *Angl.* mŏn'tĕ·sō'rē), **Maria.** 1870–1952. Italian physician and educator; originator of Montessori method of education for children; educ. U. of Rome, where she was first woman in Italy to receive medical degree (1894); became interested in education as assistant physician at university psychiatric clinic, and studied psychiatry and pedagogy; founder and principal (1898 ff.) of Orthophrenic School for feeble-minded and defective children; successfully put into practice educational ideas of Édouard Seguin, and determined to apply similar principles and methods to education of normal children; lecturer on pedagogy, U. of Rome (1900–07). Opened first Montessori school for children (casa dei bambini) in slum districts of Rome (1907); featured development of child's initiative and sense and muscle training by means of specially prepared teaching materials and games, and stressed freedom of child with the teacher as supervisor and guide rather than formal instructor. Director of Montessori Institute, Barcelona (1917), and of training courses in London (1919); government inspector of schools in Italy (1922); founder of Montessori Training Center, Laren, the Netherlands (1938). Author of *The Montessori Method* (1912), *Pedagogical Anthropology* (1913), *Advanced Montessori Method* (1917), *The Child in the Church*, etc.

Mon'tet' (môɴ'tĕ'), **Pierre.** 1885–1966. French Egyptologist; professor, Strasbourg (from 1919); director of excavations at Abu Roâsh (1913–14), Byblos in Syria, where oldest alphabetical inscriptions discovered up to that time were found (1921–24); engaged in study of ruins of Tanis in Lower Egypt (from 1929), where he discovered (Feb., 1940) tomb of Pharaoh Psousennes.

FIGURE 40. Webster's Biographical Dictionary, 1980. p. 1043.

Go on to page 5.

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MONTESSORI / By Richard C. Clark

The Italian educator and physician Maria Montessori (1870–1952) was the originator of the Montessori method of education for children.

On Aug. 31, 1870, Maria Montessori (pronounced mŏn-tə-sôr′ē) was born in Chiaravalle. Her father, a tradition-bound army officer, discouraged her interest in a professional career; however, with the encouragement and support of her mother, she prepared herself for her later career. When she was 12, the family moved to Rome to take advantage of the better educational facilities. An interest in engineering technology and mathematics led her to enroll in classes at a technical institute at the age of 14. Later an interest in biology led to her decision to study medicine. This decision required some courage and tenacity, as it was in utter defiance of the customs of a society which excluded women from such endeavors.

In 1894 Maria Montessori became the first woman to receive a medical degree in Italy. Her experiences in the pursuit of this degree reinforced her already well-developed feminist ideas. Throughout her life she was a frequent participant in international feminist congresses.

Maria Montessori's first appointment was as an assistant doctor in the psychiatric clinic of the University of Rome, where she had her first prolonged contact with retarded children. She became convinced that the problem of handling these defectives was as much one of instructional method as of medical treatment. In 1898 she was appointed director of the State Orthophrenic School in Rome, whose function was to care for the "hopelessly deficient" and "idiot" children of the city. She enjoyed tremendous success in teaching the children herself, while refining and applying her innovative methods and training other teachers to work with the children.

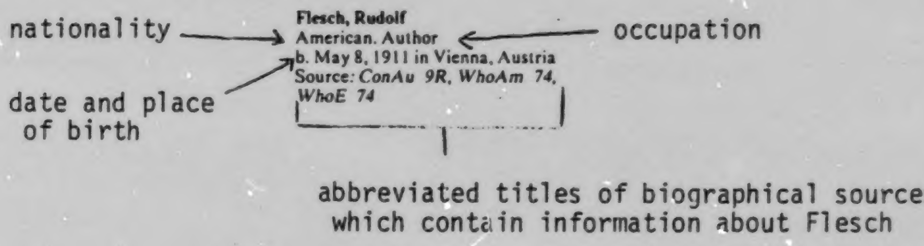
In 1901 Dr. Montessori left the school to pursue further studies and research. At the same time she was holding the chair of hygiene at the Scuola di Magistero Femminile in Rome, where she was also a permanent external examiner in the faculty of pedagogy. In 1904 she became a full professor at the University of Rome and from 1904 to 1908 held the chair of anthropology there. She was also a government inspector of schools, a lecturer, and a practicing physician.

In 1906 the Italian government put Dr. Montessori in charge of a state-supported slum school in the San Lorenzo quarter of Rome which had 60 children aged 3 to 6 from poverty-stricken families. By this time her early successes with retarded children suggested to her the idea of trying the same educational methods with normal children. Dealing with culturally deprived children, she used what she termed a "prepared environment" to provide an atmosphere for learning, that is, small chairs and tables instead of rows of desks. The basic features of the method are development of the child's initiative through responsible individual freedom of behavior, improvement of sense perception through training, and development of bodily coordination through games and exercise. The function of the teacher is to provide didactic material, such as counting beads or geometric puzzles, and act as an adviser and guide, staying as much as possible in the background.

FIGURE 41. McGraw-Hill Encyclopedia of World Biography, vol. 7. p. 486.

Go on to page 6.

The sources we have examined so far are examples of biographical dictionaries and encyclopedias. In order to use them effectively, you must know whether the individual you seek is living or dead, his nationality, and perhaps his profession. If you lack this information, you may want to consult a special master index. From this index, you can learn which biographical dictionaries and encyclopedias list the individual about whom you need information. Biography Almanac is an example of a master index. Each entry has four parts, which are illustrated in the following example:


nationality
occupation
date and place of birth
abbreviated titles of biographical sources which contain information about Flesch

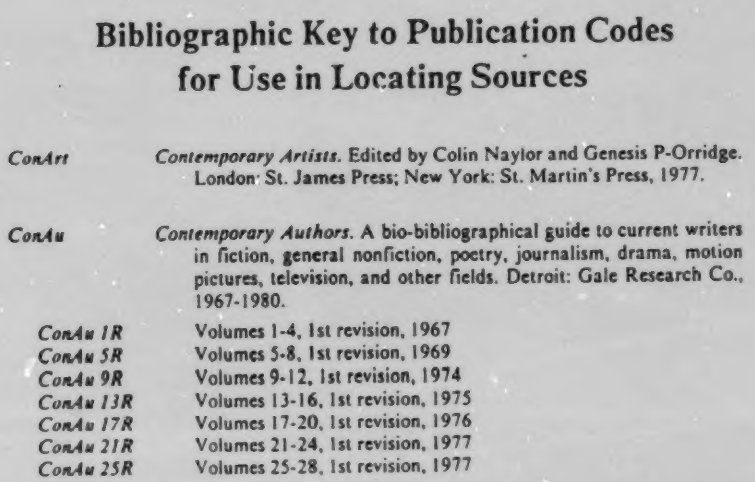
Flesch, Rudolf
American. Author
b. May 8, 1911 in Vienna, Austria
Source: *ConAu 9R, WhoAm 74, WhoE 74*

FIGURE 42 (a). Biography Almanac, 1981. p. 386.

Using a master index involves a simple, three-step process:

STEP 1: Look up the individual's name and note the abbreviations listed.

STEP 2: Turn to the front of the volume to determine the complete titles of these sources.



Bibliographic Key to Publication Codes for Use in Locating Sources

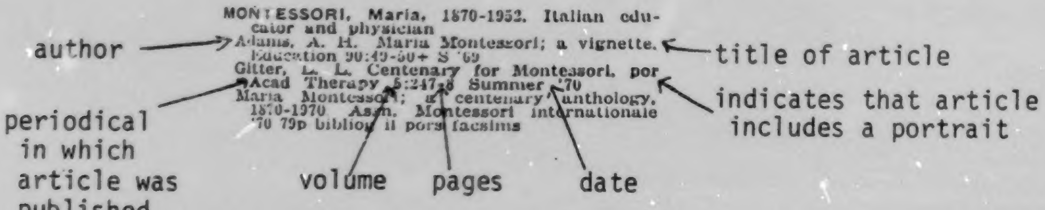
ConArt	*Contemporary Artists.* Edited by Colin Naylor and Genesis P-Orridge. London: St. James Press; New York: St. Martin's Press, 1977.
ConAu	*Contemporary Authors.* A bio-bibliographical guide to current writers in fiction, general nonfiction, poetry, journalism, drama, motion pictures, television, and other fields. Detroit: Gale Research Co., 1967-1980.
ConAu 1R	Volumes 1-4, 1st revision, 1967
ConAu 5R	Volumes 5-8, 1st revision, 1969
ConAu 9R	Volumes 9-12, 1st revision, 1974
ConAu 13R	Volumes 13-16, 1st revision, 1975
ConAu 17R	Volumes 17-20, 1st revision, 1976
ConAu 21R	Volumes 21-24, 1st revision, 1977
ConAu 25R	Volumes 25-28, 1st revision, 1977

FIGURE 42 (b). Biography Almanac, 1981. p. xxii.

STEP 3: Check the author/title card catalog to see if the Library has copies of these sources.

Go on to page 7.

An additional approach to finding information about people is through Biography Index, which will look familiar to you because it uses the format that you learned in Chapter 5. Published quarterly, it lists books of biography and biographical articles and sketches in periodicals. A sample entry looks like this:



MONTESSORI, Maria, 1870-1952. Italian educator and physician
Adams, A. H. Maria Montessori; a vignette. Education 90:49-50+ S '69
Gitter, L. L. Centenary for Montessori. por Acad Therapy 5:247-8 Summer '70
Maria Montessori; a centenary anthology, 1870-1970. Assn. Montessori internationale '70 79p bibliog il pors facsims

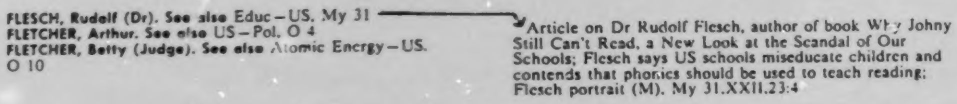
author
title of article
indicates that article includes a portrait
periodical in which article was published
volume
pages
date

(Remember to check the front of the volume for the complete information.)

FIGURE 43. Biography Index, vol. 9. p. 495.

As with the periodical indexes in Chapter 5, you should begin your search with the most recent volume and work backward. Pulication date is an important consideration when you look up living individuals in the biographical dictionaries and encyclopedias, as well. Older sources will not take into account an individual's most recent accomplishments, and will be unable to supply certain key data--such as the fact that the person died last year!

And don't overlook the obvious, non-specialized sources. Newspapers are a source of biographical feature stories and of obituaries.



FLESCH, Rudolf (Dr). See also Educ – US. My 31
FLETCHER, Arthur. See also US – Pol. O 4
FLETCHER, Betty (Judge). See also Atomic Energy – US. O 10

Article on Dr Rudolf Flesch, author of book Why Johny Still Can't Read, a New Look at the Scandal of Our Schools; Flesch says US schools miseducate children and contends that phonics should be used to teach reading; Flesch portrait (M). My 31.XXII.23:4

FIGURE 44. New York Times Index, 1981. p. 344 & 395.

General encyclopedias can also supply biographies. If you have trouble tracking down information about an individual, be sure to ask a Reference Librarian for suggestions. Many more sources exist than can be mentioned in this brief chapter.

Go on to page 8.

Study the following excerpts from Biography Almanac. Could you find an article on Maria Montessori in Current Biography Yearbook?

Montessori, Maria
Italian. Physician, Educator
b. Aug 31, 1870 in Chiaravalle, Italy
d. May 6, 1952 in Noordwijk, Net
Source: *CathA 1930, CurBio 40, CurBio 52, InWom, LongCTC, REn*

FIGURE 45 (a). Biography Almanac, 1981. p. 768.

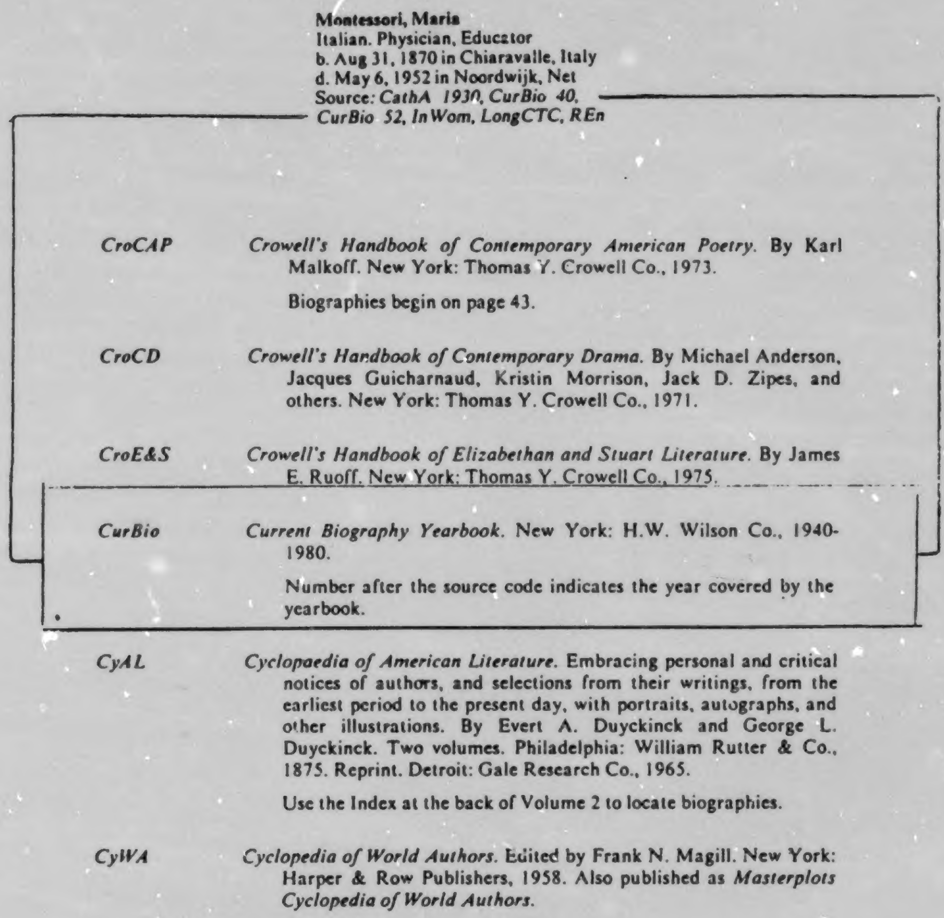
CroCAP	*Crowell's Handbook of Contemporary American Poetry.* By Karl Malkoff. New York: Thomas Y. Crowell Co., 1973. Biographies begin on page 43.
CroCD	*Crowell's Handbook of Contemporary Drama.* By Michael Anderson, Jacques Guicharnaud, Kristin Morrison, Jack D. Zipes, and others. New York: Thomas Y. Crowell Co., 1971.
CroE&S	*Crowell's Handbook of Elizabethan and Stuart Literature.* By James E. Ruoff. New York: Thomas Y. Crowell Co., 1975.
CurBio	*Current Biography Yearbook.* New York: H.W. Wilson Co., 1940-1980. Number after the source code indicates the year covered by the yearbook.
CyAL	*Cyclopaedia of American Literature.* Embracing personal and critical notices of authors, and selections from their writings, from the earliest period to the present day, with portraits, autographs, and other illustrations. By Evert A. Duyckinck and George L. Duyckinck. Two volumes. Philadelphia: William Rutter & Co., 1875. Reprint. Detroit: Gale Research Co., 1965. Use the Index at the back of Volume 2 to locate biographies.
CyWA	*Cyclopedia of World Authors.* Edited by Frank N. Magill. New York: Harper & Row Publishers, 1958. Also published as *Masterplots Cyclopedia of World Authors.*

FIGURE 45 (b). Biography Almanac, 1981. p. xxv.

Yes. (Turn to page 9)

No. (Turn to page 10)

Right. CurBio is one of the abbreviations listed under Montessori's name, and by checking the abbreviations key you learn that CurBio stands for Current Biography Yearbook.



Montessori, Maria
Italian. Physician, Educator
b. Aug 31, 1870 in Chiaravalle, Italy
d. May 6, 1952 in Noordwijk, Net
Source: *CathA 1930, CurBio 40, CurBio 52, InWom, LongCTC, REn*

CroCAP	*Crowell's Handbook of Contemporary American Poetry.* By Karl Malkoff. New York: Thomas Y. Crowell Co., 1973. Biographies begin on page 43.
CroCD	*Crowell's Handbook of Contemporary Drama.* By Michael Anderson, Jacques Guicharnaud, Kristin Morrison, Jack D. Zipes, and others. New York: Thomas Y. Crowell Co., 1971.
CroE&S	*Crowell's Handbook of Elizabethan and Stuart Literature.* By James E. Ruoff. New York: Thomas Y. Crowell Co., 1975.
CurBio	*Current Biography Yearbook.* New York: H.W. Wilson Co., 1940-1980. Number after the source code indicates the year covered by the yearbook.
CyAL	*Cyclopaedia of American Literature.* Embracing personal and critical notices of authors, and selections from their writings, from the earliest period to the present day, with portraits, autographs, and other illustrations. By Evert A. Duyckinck and George L. Duyckinck. Two volumes. Philadelphia: William Rutter & Co., 1875. Reprint. Detroit: Gale Research Co., 1965. Use the Index at the back of Volume 2 to locate biographies.
CyWA	*Cyclopedia of World Authors.* Edited by Frank N. Magill. New York: Harper & Row Publishers, 1958. Also published as *Masterplots Cyclopedia of World Authors.*

Now look carefully again at both of the above entries. You can see that Montessori is listed in two different volumes of Current Biography. Considering the date on which Montessori died, and the publication dates of the two books, which would be the better choice for information about Montessori?

(a) Current Biography Yearbook 1940 (Turn to page 11)

(b) Current Biography Yearbook 1952 (Turn to page 12)

Careful, you're forgetting the explanation on page 6. Review it and then turn to page 9 for the correct answer.

Have you forgotten the discussion on page 7 about the importance of publication dates? Review it and reconsider your answer. In case you've forgotten, the question is on page 9.

Very good! You win the McArthur-Kenney MAO (Most Astute Observer Award). You noticed that the 1940 volume of Current Biography Yearbook was published long before Montessori died. Consulting the 1952 volume would lead you to her obituary.

If you feel fairly certain that you understand biographical sources you may answer the library practice questions on page 13, and then go on to Chapter 8.

NAME:____________________ INSTRUCTOR:____________________

QUESTIONS TO ANSWER IN THE LIBRARY

1. Look up Judy Blume in Biography Almanac (Ref CT 104 .A2B56). Using any of the sources listed there, answer the following questions:

   a) For what audience does she write?

   b) At what university did she earn her bachelor's degree?

2. Look up Judy Blume in the 1979-1982 cumulation of Biography Index. Give the title of the recently-published book about her by Betsy Lee.

3. Look up Judy Blume in the 1980 volume of Current Biography (Ref. CT 100 .C8). What is her opinion of her first two books, The One In The Middle Is The Green Kangaroo and Iggie's House?

Chapter 8

FILLING IN FACTS

At some time in your paper-writing career, you will probably find yourself in need of a formula, a measurement tool, a table or a chronology. You may need a date or a definition. Tracking down details need not require a large investment of time. There is no need to read a book on special education just to find a brief article on mainstreaming, or to formulate a definition of criterion-referenced testing. You can turn to REFERENCE BOOKS specifically designed to answer questions and pinpoint facts.

Go on to page 2.

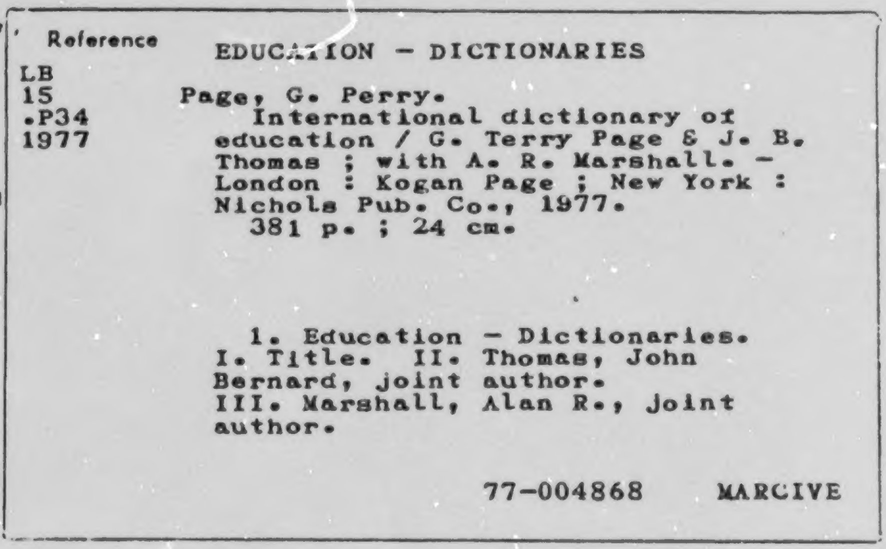
The previous chapters have already introduced you to some reference books, even though we did not then identify them by that name. The subject encyclopedias which you used to select a topic are examples of reference books, as are the biographical dictionaries and encyclopedias that we discussed in the last chapter. The general category of reference books includes such various types as dictionaries, encyclopedias, yearbooks, almanacs, handbooks, atlases, and directories. We are not going to ask you to learn the fine points which distinguish a handbook from an almanac, or to memorize the titles of a dozen different education dictionaries. To use reference books effectively, you need to remember only two things:

1) You can easily find reference books through the subject card catalog, because the names of the different types are used as form subheadings.

   (Remember the discussion of subheadings in Chapter 4???)

   In order to answer our hypothetical question about criterion-referenced testing, you would first identify the general subject heading, which is EDUCATION, in the LCSH books. Then, look for the catalog cards which have the subheadings --DICTIONARIES or -- ENCYCLOPEDIAS.

Indicates that the book is in the Reference collection



Reference
LB
15
.P34
1977

EDUCATION — DICTIONARIES

Page, G. Perry.
International dictionary of education / G. Terry Page & J. B. Thomas ; with A. R. Marshall. — London : Kogan Page ; New York : Nichols Pub. Co., 1977.
381 p. ; 24 cm.

1. Education — Dictionaries. I. Title. II. Thomas, John Bernard, joint author. III. Marshall, Alan R., joint author.

77-004868 MARCIVE

2) When in doubt, ask a Reference Librarian. She/he can find the right reference book for you quickly.

Go on to page 3

Below is a very selective list of some education reference books that you may find helpful.You can see by the call numbers that these books are all shelved together under the Library of Congress classification for education. Browsing through this section of the reference collection will bring additional titles to your attention.

Dictionary of Education	REF LB 15 .G6
Directory for Exceptional Children	REF LC 4007 .D5
Educational Media Yearbook	REF LB 1028.3 .E37
Educational Technology: A Glossary of Terms	REF LB 1028.3 .A767
Encyclopedia of Education	REF LB 15 .E47
Handbook on Contemporary Education	REF LB 17 .H27
International Encyclopedia of Higher Education	REF LB 15 .I57
Patterson's American Education	REF L 901 .P3
Personnel and Guidance Terms	REF LB 15 .H66
Texas School Directory	REF L 903 .T4A32
American Educators' Encyclopedia	REF LB 15 .D37 1982

As we have discussed in other cases, it is important to check publication dates to make certain that you are not getting out-dated information. The scope of the book, and any special instructions explaining its arrangement will also be found in the preliminary pages.

Go on to page 4.

You can use a reference book for defining terms:

> **integrated experience approach.** An approach to instruction that involves the teacher in identifying as clearly as possible those responses, attitudes, concepts, ideas, and manipulatory skills to be achieved by the student and then in designing a multifaceted, multisensory approach that will enable the student to direct his/her own activity to attain these objectives, the program of learning is organized in such a way that students can proceed at their own pace, filling in gaps in their background information while omitting the portions of the program which they have covered at some previous time. (Good)

FIGURE 46. Educational Technology: A Glossary of Terms, 1979. p. 163.

Go on to page 5.

Locating research centers or special educational facilities:

0589 C.L.C. OF SAN ANTONIO

Day Coed Ages 6-18

7310 Blanco Rd., San Antonio, TX 78216. 512-340-1121.
Sara W. Krueger, BME, MEd, Dir.
ED SM OH LD Dx (BD D S Ap). **IQ 85-150.**
Gr K-12. (Ungraded). Col Prep. Gen Acad. Reading Math Lang Arts.
Therapy—Fam Speech Lang State Aid.
Summer Prgm Day. Educ.
Private. **Est 1959.** Inc nonprofit.

C.L.C. provides an academic program for children and adolescents who have language/learning or emotional problems. Each child's abilities and disabilities are determined by testing, and an appropriate individualized program is planned. The high school program has three plans: college entrance, vocational training and a basic high school course. Each student progresses at his/her own rate, receiving remedial help as needed. Graduates receive a valid high school diploma.

0590 DEVEREUX CENTER IN TEXAS

Res Coed Ages 5-21

Mail to: P.O. Box 2666, Victoria, TX 77901. 512-575-8271.
Thomas A. Porter, MS, Dir. **J.M. Flowers**, MD, Med Dir. **Robert Worsley**, Adm.
ED (SM OH BD EP LD Dx). **IQ 80-140.**
Gr K-12. Col Prep. Gen Acad. Pre-Voc. Voc. Man Arts & Shop. On-Job Trng. Reading Math Lang Arts.
Therapy—Psych Group Fam Phys Speech Lang Hear Chemo.
Enr 179.
Staff 180. Full 172/Part 8.
Private. **Est 1912.** Inc nonprofit. The Devereux Foundation.

Located on a 400-acre site, this center offers treatment for emotionally disturbed children and adolescents. A multi-disciplinary approach to treatment includes prescriptive and regulative disciplines in an enviroment fostering intellectual, social, emotional, physical and moral development. An accredited high school program is offered with the goal of returning students to community living. Students in need of intensive psychiatric intervention receive treatment through separate facilities. A specialty program, Devereux Woodlands, an intensive treatment complex, is available for seriously disturbed pre-adolescents, adolescents and young adults.

During July and August students attend the therapeutic summer program on Lake Ouchita in Mt. Ida, near Hot Springs, Arkansas. Students participate in a combination work and recreational therapeutic program.

The usual length of treatment is two years. Other branches of the Devereux Foundation are located in Arizona, Connecticut, California, Georgia, Massachusetts and Pennsylvania (see separate state listings).

See also Programs for the Autistic.

FIGURE 47. *Directory for Exceptional Children*, 1981. p. 362-3.

Go on to page 6.

Explaining concepts:

guidance: the help given by one person to another in making choices and adjustments and in solving problems. Guidance aims at aiding the recipient to grow in his independence and ability to be responsible for himself. It is a service that is universal—not confined to the school or the family. It is found in all phases of life—in the home, in business and industry, in government, in social life, in hospitals, and in prisons; indeed it is present wherever there are people who *need* help and wherever there are people who *can* help. *Jones*—G—1963

—. . . professional intervention in the choice an individual makes among the educational and occupational options our society allows him. *Katz*—G—1963

—the systematic, professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his own characteristic and potentialities and to relate himself more satisfactorily to social requirements and opportunities, in accord with social and moral values. *Mathewson*—G—1962

—. . . both a concept and a process. As a concept, guidance is concerned with the optimal development of the individual for his and society's benefit. As a process, guidance is the gathering of substantive knowledge of the developing characteristics and patterns of the individual and helping him to use this knowledge for his own growth. *Peters, Shertzer,* and *Van Hoose*—G—1965

—. . . a process in education of assisting all pupils to understand themselves better, to profit from the opportunities of their environments, to relate well to others and to prepare for social competence and contribution. *Shear*—G—1966

—a process employing various techniques to assess the relative weaknesses and strengths of a given individual's temperament, character and personality. The purpose of guidance is through the providing of pertinent information and counseling, to enable an individual to make realistic plans and decisions about his life. Guidance may be more specified as, for example, it may concern itself directly with plans and decisions about the pursuit of one's education or occupation or state in life, such as marriage. Or it may be aimed more directly at enabling the human being to function with a minimum of self-crippling and a maximum of the sense of achievement and self-fulfillment. Guidance, while it may not ordinarily concern itself explicitly with obtaining one's ultimate destiny, will be most realistic when such ultimate values are the underlying orienting forces which structure all plans and decision. *Sponga*—G—1966

—. . . the process of helping a person to develop and accept an integrated and adequate picture of himself and of his role in the world, to test this concept against reality, and to convert it into a reality, with satisfaction to himself and benefit to society. *Super*—G—1951

FIGURE 48. Dictionary of Personnel and Guidance Terms, 1968. p. 168.

Go on to page 7.

Identifying legislation or important legal decisions:

> **Title IX.** The now-famous Title IX of the Higher Education Act prohibits discrimination on the basis of sex in programs receiving federal funding. Much of the current activity surrounding Title IX relates to intercollegiate athletics and requirements of "equal" or "comparable" opportunities. Two of the most important factors from the institution's standpoint were (1) the government's interpretations that *all* programs in an institution, irrespective of funding source, are covered by Title IX, and the corollary ruling that (2) revenue producing athletics are not to be exempted. It is without question that compliance with Title IX requirements will––and should––entail substantial outlays of funding by institutions to meet the comparability requirements. Probably, this will also result in hard decisions regarding the number of non-revenue producing sports an institution will continue to sponsor. There is, for example, no requirement that an institution offer a given sport, or indeed any sports at all. However, if it offers a sport to one sex it must offer it on a comparable basis to the other sex.

FIGURE 49. Standard Education Almanac, 1980. p. 241-2.

Go on to page 8.

In the area of education, testing is a major source of information and research. If you find yourself in need of information on a particular educational test, a major reference work which should be on your "remember" list is the *Mental Measurements Yearbook*, edited by Oscar K. Buros (REF LB 1131 .A2M4).

The work appears in three parts:

Mental Measurements Yearbooks (editions)

There have been eight editions of this work, and each new edition contains cross references to the previous editions.

Related volumes

These volumes compile sections of the *Mental Measurements Yearbooks* into single subject sections. The related volumes contain brief test reviews and summaries with extensive cross references to the eight *Yearbook* editions. Those which would be useful to an education major are:

English Tests and Reviews	(REF PE 66 .E5x)
Foreign Language Tests and Reviews	(REF P 53 .F6)
Intelligence Tests and Reviews	(REF KB 1131 .I688)
Mathematics Tests and Reviews	(REF QA 43 .M3x)
Reading Tests and Reviews	(REF LB 1050.46 .B87)
Science Tests and Reviews	(REF Q 182 .S36)
Social Studies Tests and Reviews	(REF H 62 .S724719)
Vocational Tests and Reviews	(REF HF 5381.7 .V58)

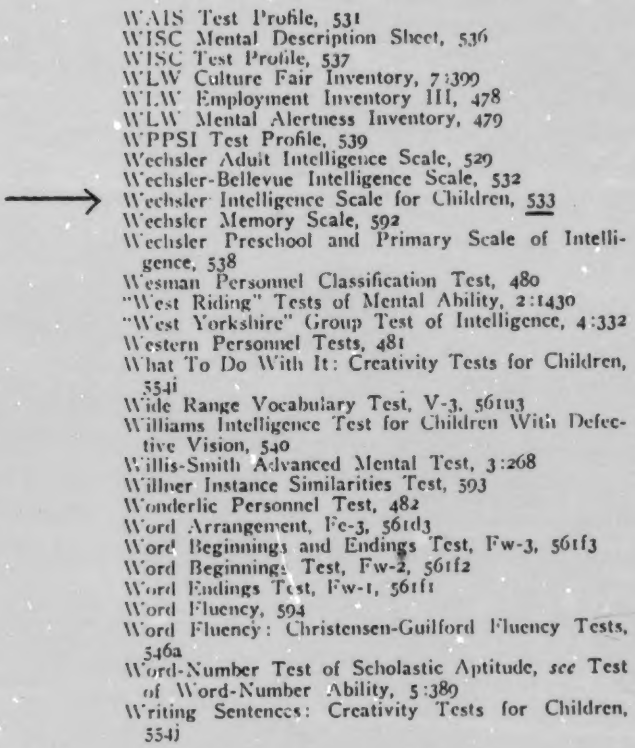
Tests in Print (REF LB 1131 .A2B84)

This work is now in its second edition, and serves as a comprehensive bibliography and master index to test reviews, excerpts and references in the eight *Mental Measurement Yearbooks* and the related volumes.

Go on to page 9.

In order to use any of the Mental Measurements publications, you must use the two-step process which we have described before. For example, if you wanted information on the Wechsler Intelligence Scale for Children (WISC), you might choose to look in the related volume Intelligence Tests and Reviews.

STEP 1: Turn to the index section, and find the entry for Wechsler Intelligence Scale for Children.



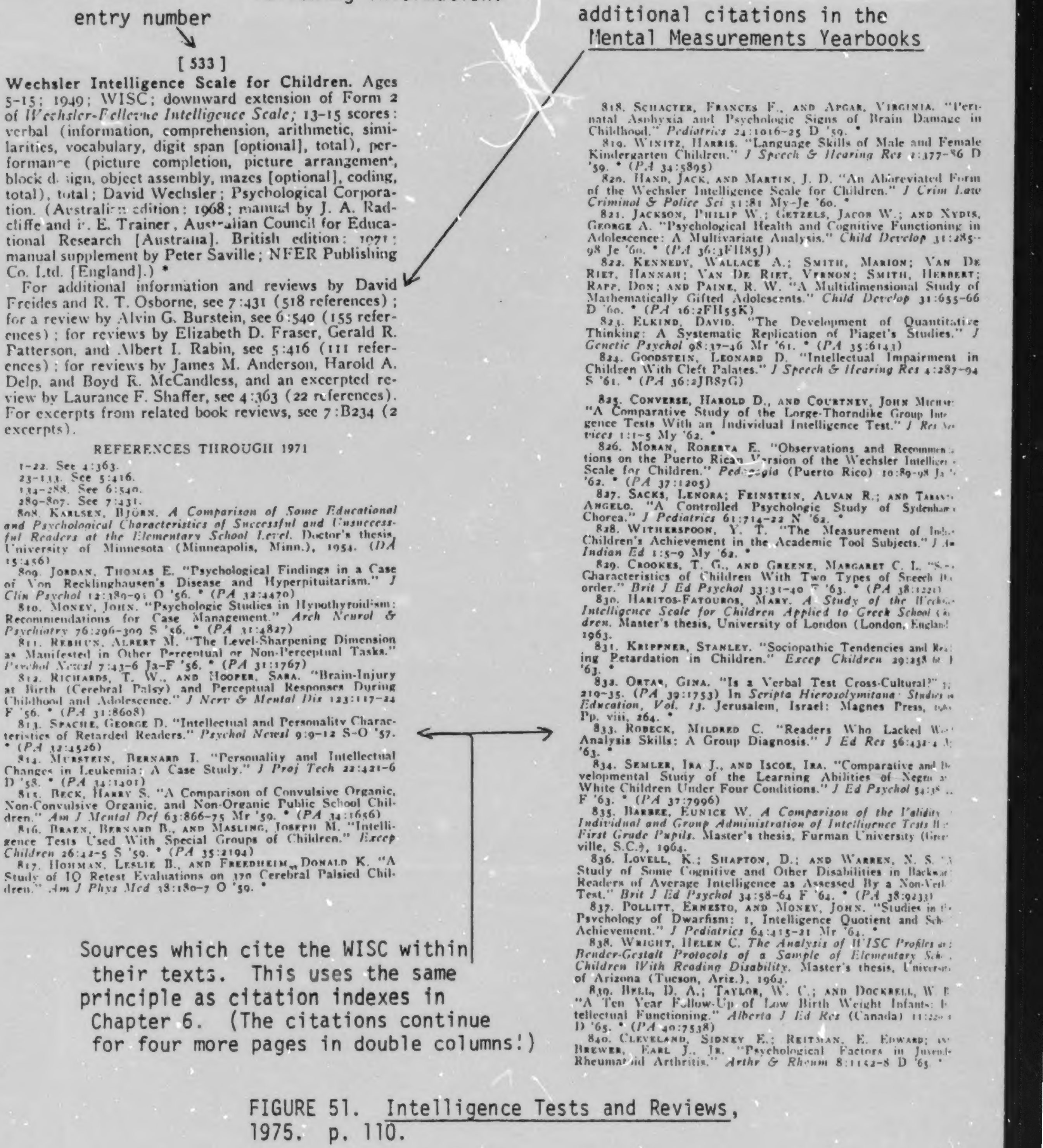
WAIS Test Profile, 531
WISC Mental Description Sheet, 536
WISC Test Profile, 537
WLW Culture Fair Inventory, 7:399
WLW Employment Inventory III, 478
WLW Mental Alertness Inventory, 479
WPPSI Test Profile, 539
Wechsler Adult Intelligence Scale, 529
Wechsler-Bellevue Intelligence Scale, 532
→ Wechsler Intelligence Scale for Children, 533
Wechsler Memory Scale, 592
Wechsler Preschool and Primary Scale of Intelligence, 538
Wesman Personnel Classification Test, 480
"West Riding" Tests of Mental Ability, 2:1430
"West Yorkshire" Group Test of Intelligence, 4:332
Western Personnel Tests, 481
What To Do With It: Creativity Tests for Children, 554i
Wide Range Vocabulary Test, V-3, 561u3
Williams Intelligence Test for Children With Defective Vision, 540
Willis-Smith Advanced Mental Test, 3:268
Willner Instance Similarities Test, 593
Wonderlic Personnel Test, 482
Word Arrangement, Fe-3, 561d3
Word Beginnings and Endings Test, Fw-3, 561f3
Word Beginnings Test, Fw-2, 561f2
Word Endings Test, Fw-1, 561f1
Word Fluency, 594
Word Fluency: Christensen-Guilford Fluency Tests, 546a
Word-Number Test of Scholastic Aptitude, *see* Test of Word-Number Ability, 5:389
Writing Sentences: Creativity Tests for Children, 554j

FIGURE 50. Intelligence Tests and Reviews, 1975. p. 1075.

The "533" is NOT a page number; instead, it is an entry number.

Go on to page 10.

STEP 2: Turn to entry number 533 , and you will see the following information:



entry number

[533]

Wechsler Intelligence Scale for Children. Ages 5-15; 1949; WISC; downward extension of Form 2 of *Wechsler-Bellevue Intelligence Scale;* 13-15 scores: verbal (information, comprehension, arithmetic, similarities, vocabulary, digit span [optional], total), performance (picture completion, picture arrangement, block design, object assembly, mazes [optional], coding, total), total; David Wechsler; Psychological Corporation. (Australian edition: 1968; manual by J. A. Radcliffe and R. E. Trainer, Australian Council for Educational Research [Australia]. British edition: 1971; manual supplement by Peter Saville; NFER Publishing Co. Ltd. [England].) *

For additional information and reviews by David Freides and R. T. Osborne, see 7:431 (518 references); for a review by Alvin G. Burstein, see 6:540 (155 references); for reviews by Elizabeth D. Fraser, Gerald R. Patterson, and Albert I. Rabin, see 5:416 (111 references); for reviews by James M. Anderson, Harold A. Delp, and Boyd R. McCandless, and an excerpted review by Laurance F. Shaffer, see 4:363 (22 references). For excerpts from related book reviews, see 7:B234 (2 excerpts).

REFERENCES THROUGH 1971

1-22. See 4:363.
23-133. See 5:416.
134-288. See 6:540.
289-807. See 7:431.
808. KARLSEN, BJÖRN. *A Comparison of Some Educational and Psychological Characteristics of Successful and Unsuccessful Readers at the Elementary School Level.* Doctor's thesis, University of Minnesota (Minneapolis, Minn.), 1954. (*DA* 15:456)
809. JORDAN, THOMAS E. "Psychological Findings in a Case of Von Recklinghausen's Disease and Hyperpituitarism." *J Clin Psychol* 12:389-91 O '56. * (*PA* 32:4470)
810. MONEY, JOHN. "Psychologic Studies in Hypothyroidism: Recommendations for Case Management." *Arch Neurol & Psychiatry* 76:296-309 S '56. * (*PA* 31:4827)
811. REBHUN, ALBERT M. "The Level-Sharpening Dimension as Manifested in Other Perceptual or Non-Perceptual Tasks." *Psychol Newsl* 7:43-6 Ja-F '56. * (*PA* 31:1767)
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814. MURSTEIN, BERNARD I. "Personality and Intellectual Changes in Leukemia: A Case Study." *J Proj Tech* 22:421-6 D '58. * (*PA* 34:1401)
815. BECK, HARRY S. "A Comparison of Convulsive Organic, Non-Convulsive Organic, and Non-Organic Public School Children." *Am J Mental Def* 63:866-75 Mr '59. * (*PA* 34:1656)
816. BRAEN, BERNARD B., AND MASLING, JOSEPH M. "Intelligence Tests Used With Special Groups of Children." *Excep Children* 26:42-5 S '59. * (*PA* 35:2194)
817. HOHMAN, LESLIE B., AND FREEDHEIM, DONALD K. "A Study of IQ Retest Evaluations on 370 Cerebral Palsied Children." *Am J Phys Med* 38:180-7 O '59. *

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818. SCHACTER, FRANCES F., AND APGAR, VIRGINIA. "Perinatal Asphyxia and Psychologic Signs of Brain Damage in Childhood." *Pediatrics* 24:1016-25 D '59. *
819. WINITZ, HARRIS. "Language Skills of Male and Female Kindergarten Children." *J Speech & Hearing Res* 2:377-86 D '59. * (*PA* 34:5895)
820. HAND, JACK, AND MARTIN, J. D. "An Abbreviated Form of the Wechsler Intelligence Scale for Children." *J Crim Law Criminol & Police Sci* 51:81 My-Je '60. *
821. JACKSON, PHILIP W.; GETZELS, JACOB W.; AND XYDIS, GEORGE A. "Psychological Health and Cognitive Functioning in Adolescence: A Multivariate Analysis." *Child Develop* 31:285-98 Je '60. * (*PA* 36:3FH85J)
822. KENNEDY, WALLACE A.; SMITH, MARION; VAN DE RIET, HANNAH; VAN DE RIET, VERNON; SMITH, HERBERT; RAPP, DON; AND PAINE, R. W. "A Multidimensional Study of Mathematically Gifted Adolescents." *Child Develop* 31:655-66 D '60. * (*PA* 36:2FH55K)
823. ELKIND, DAVID. "The Development of Quantitative Thinking: A Systematic Replication of Piaget's Studies." *J Genetic Psychol* 98:37-46 Mr '61. * (*PA* 35:6143)
824. GOODSTEIN, LEONARD D. "Intellectual Impairment in Children With Cleft Palates." *J Speech & Hearing Res* 4:287-94 S '61. * (*PA* 36:2JB87G)
825. CONVERSE, HAROLD D., AND COURTNEY, JOHN MICH "A Comparative Study of the Lorge-Thorndike Group Inte gence Tests With an Individual Intelligence Test." *J Res Se vices* 1:1-5 My '62. *
826. MORAN, ROBERTA E. "Observations and Recommen tions on the Puerto Rican Version of the Wechsler Intellige Scale for Children." *Pedagogia* (Puerto Rico) 10:89-98 Ja '62. * (*PA* 37:1205)
827. SACKS, LENORA; FEINSTEIN, ALVAN R.; AND TARAN ANGELO. "A Controlled Psychologic Study of Sydenha Chorea." *J Pediatrics* 61:714-22 N '62. *
828. WITHERSPOON, Y. T. "The Measurement of Ind Children's Achievement in the Academic Tool Subjects." *J A Indian Ed* 1:5-9 My '62. *
829. CROOKES, T. G., AND GREENE, MARGARET C. L. "S Characteristics of Children With Two Types of Speech D order." *Brit J Ed Psychol* 33:31-40 F '63. * (*PA* 38:1221)
830. HARITOS-FATOUROS, MARY. *A Study of the Wechs Intelligence Scale for Children Applied to Greek School Ch dren.* Master's thesis, University of London (London, England 1963.
831. KRIPPNER, STANLEY. "Sociopathic Tendencies and Rea ing Retardation in Children." *Excep Children* 29:258 '63. *
832. ORTAR, GINA. "Is a Verbal Test Cross-Cultural?" 219-35. (*PA* 39:1753) In *Scripta Hierosolymitana: Studies Education, Vol. 13.* Jerusalem, Israel: Magnes Press, Pp. viii, 264. *
833. ROBECK, MILDRED C. "Readers Who Lacked W Analysis Skills: A Group Diagnosis." *J Ed Res* 56:432-4 '63. *
834. SEMLER, IRA J., AND ISCOE, IRA. "Comparative and De velopmental Study of the Learning Abilities of Negro a White Children Under Four Conditions." *J Ed Psychol* 54:38 F '63. * (*PA* 37:7996)
835. BARBEE, EUNICE W. *A Comparison of the Validity Individual and Group Administration of Intelligence Tests Fi First Grade Pupils.* Master's thesis, Furman University (Gree ville, S.C.), 1964.
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837. POLLITT, ERNESTO, AND MONEY, JOHN. "Studies in th Psychology of Dwarfism: 1, Intelligence Quotient and Sch Achievement." *J Pediatrics* 64:415-21 Mr '64. *
838. WRIGHT, HELEN C. *The Analysis of WISC Profiles a Bender-Gestalt Protocols of a Sample of Elementary Sch Children With Reading Disability.* Master's thesis, Univers of Arizona (Tucson, Ariz.), 1964.
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840. CLEVELAND, SIDNEY E.; REITMAN, E. EDWARD; A BREWER, EARL J., JR. "Psychological Factors in Juven Rheumatoid Arthritis." *Arthr & Rheum* 8:1152-8 D '65. *

Sources which cite the WISC within their texts. This uses the same principle as citation indexes in Chapter 6. (The citations continue for four more pages in double columns!)

FIGURE 51. Intelligence Tests and Reviews, 1975. p. 110.

Go on to page 11.

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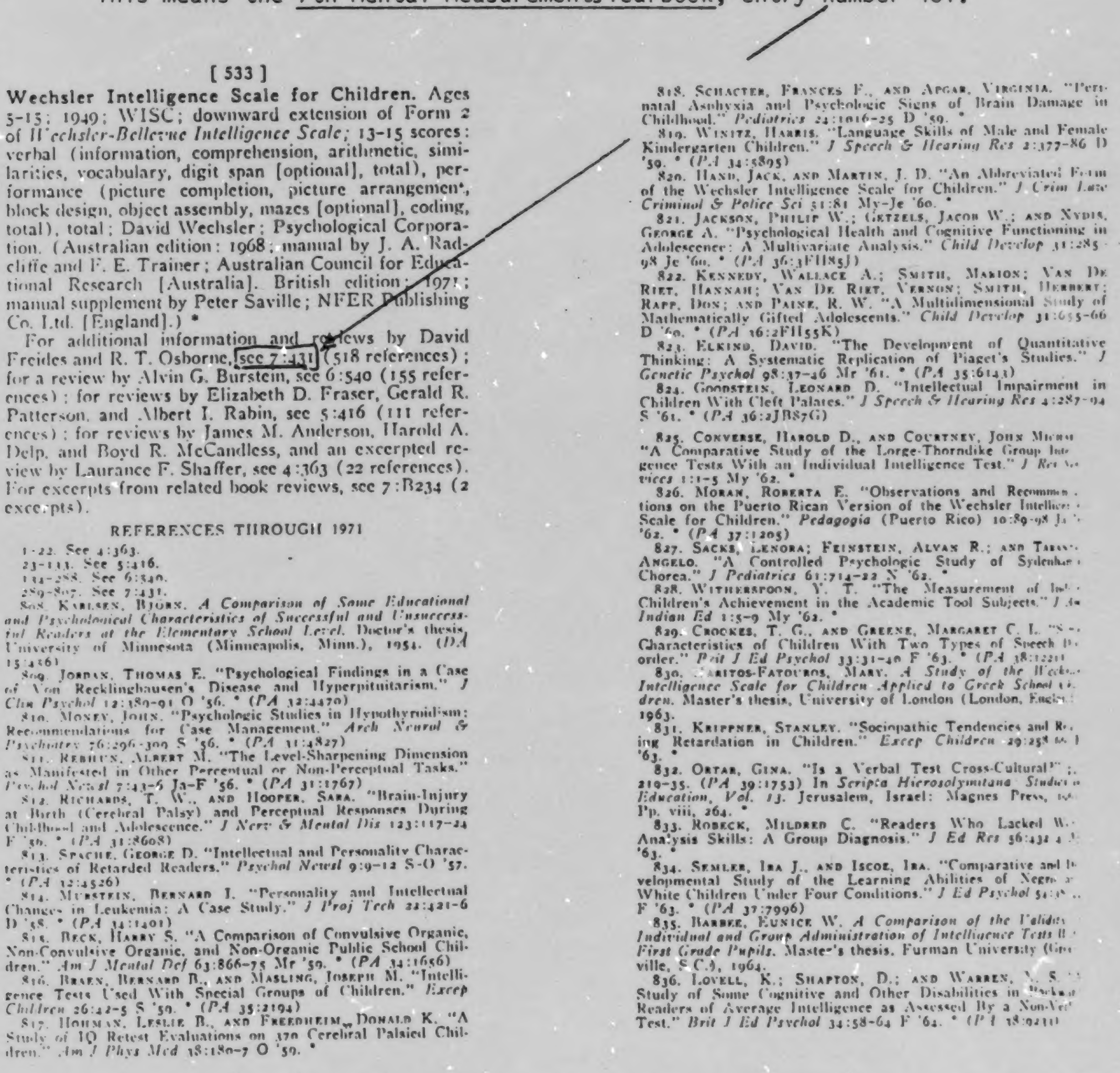
The "additional information and reviews" section provides cross references to longer articles in the various editions of the Mental Measurements Yearbook. For example, if you wanted to read the review by David Freides and R. T. Osborne, you would "see 7:431". This means the 7th Mental Measurements Yearbook, entry number 431.



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Wechsler Intelligence Scale for Children. Ages 5-15; 1949; WISC; downward extension of Form 2 of *Wechsler-Bellevue Intelligence Scale*; 13-15 scores: verbal (information, comprehension, arithmetic, similarities, vocabulary, digit span [optional], total), performance (picture completion, picture arrangement, block design, object assembly, mazes [optional], coding, total), total; David Wechsler; Psychological Corporation. (Australian edition: 1968; manual by J. A. Radcliffe and F. E. Trainer; Australian Council for Educational Research [Australia]. British edition: 1971; manual supplement by Peter Saville; NFER Publishing Co. Ltd. [England].) *

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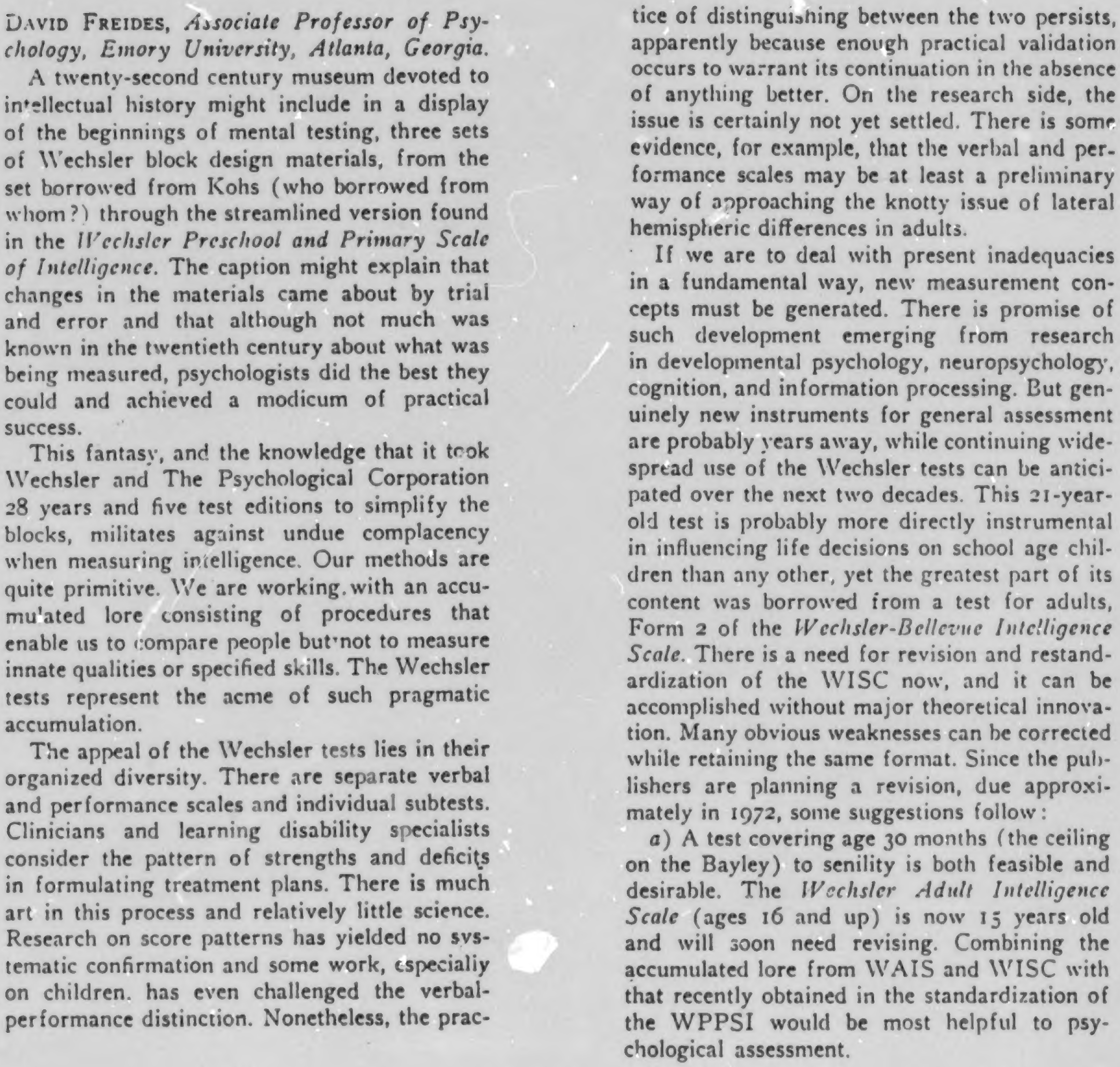
FIGURE 52. Intelligence Tests and Reviews, 1975. p. 110.

Go on to page 12.

BEST COPY AVAILABLE

Entry number 431 in the 7th Mental Measurements Yearbook contains the review you have been looking for.



DAVID FREIDES, *Associate Professor of Psychology, Emory University, Atlanta, Georgia.*

A twenty-second century museum devoted to intellectual history might include in a display of the beginnings of mental testing, three sets of Wechsler block design materials, from the set borrowed from Kohs (who borrowed from whom?) through the streamlined version found in the *Wechsler Preschool and Primary Scale of Intelligence.* The caption might explain that changes in the materials came about by trial and error and that although not much was known in the twentieth century about what was being measured, psychologists did the best they could and achieved a modicum of practical success.

This fantasy, and the knowledge that it took Wechsler and The Psychological Corporation 28 years and five test editions to simplify the blocks, militates against undue complacency when measuring intelligence. Our methods are quite primitive. We are working with an accumulated lore consisting of procedures that enable us to compare people but not to measure innate qualities or specified skills. The Wechsler tests represent the acme of such pragmatic accumulation.

The appeal of the Wechsler tests lies in their organized diversity. There are separate verbal and performance scales and individual subtests. Clinicians and learning disability specialists consider the pattern of strengths and deficits in formulating treatment plans. There is much art in this process and relatively little science. Research on score patterns has yielded no systematic confirmation and some work, especially on children, has even challenged the verbal-performance distinction. Nonetheless, the practice of distinguishing between the two persists, apparently because enough practical validation occurs to warrant its continuation in the absence of anything better. On the research side, the issue is certainly not yet settled. There is some evidence, for example, that the verbal and performance scales may be at least a preliminary way of approaching the knotty issue of lateral hemispheric differences in adults.

If we are to deal with present inadequacies in a fundamental way, new measurement concepts must be generated. There is promise of such development emerging from research in developmental psychology, neuropsychology, cognition, and information processing. But genuinely new instruments for general assessment are probably years away, while continuing widespread use of the Wechsler tests can be anticipated over the next two decades. This 21-year-old test is probably more directly instrumental in influencing life decisions on school age children than any other, yet the greatest part of its content was borrowed from a test for adults, Form 2 of the *Wechsler-Bellevue Intelligence Scale.* There is a need for revision and restandardization of the WISC now, and it can be accomplished without major theoretical innovation. Many obvious weaknesses can be corrected while retaining the same format. Since the publishers are planning a revision, due approximately in 1972, some suggestions follow:

a) A test covering age 30 months (the ceiling on the Bayley) to senility is both feasible and desirable. The *Wechsler Adult Intelligence Scale* (ages 16 and up) is now 15 years old and will soon need revising. Combining the accumulated lore from WAIS and WISC with that recently obtained in the standardization of the WPPSI would be most helpful to psychological assessment.

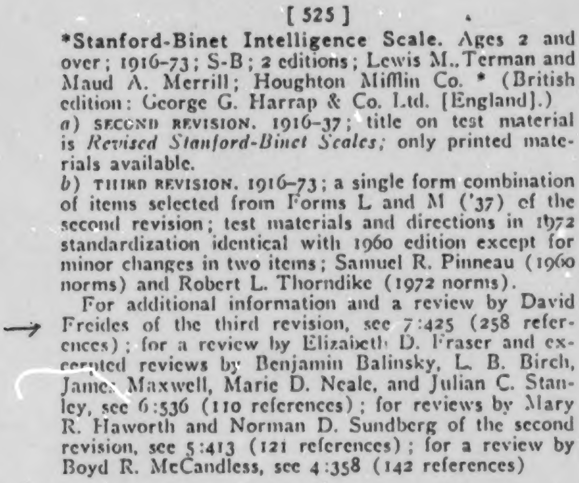
FIGURE 53. 7th Mental Measurements Yearbook, 1976. p. 800.

The reviews continue for four more pages.

Go on to page 13.

We hope that you now understand that the *Mental Measurements Yearbooks* and the related volumes are a very comprehensive source of information on educational tests.

Assume you need to have additional information on the Stanford-Binet Intelligence Scale. Looking the the related volume *Intelligence Tests and Reviews*, you see the following citation:



[525]

***Stanford-Binet Intelligence Scale.** Ages 2 and over; 1916–73; S-B; 2 editions; Lewis M. Terman and Maud A. Merrill; Houghton Mifflin Co. * (British edition: George G. Harrap & Co. Ltd. [England].)

a) SECOND REVISION. 1916–37; title on test material is *Revised Stanford-Binet Scales;* only printed materials available.

b) THIRD REVISION. 1916–73; a single form combination of items selected from Forms L and M ('37) of the second revision; test materials and directions in 1972 standardization identical with 1960 edition except for minor changes in two items; Samuel R. Pinneau (1960 norms) and Robert L. Thorndike (1972 norms).

For additional information and a review by David Freides of the third revision, see 7:425 (258 references); for a review by Elizabeth D. Fraser and excerpted reviews by Benjamin Balinsky, L. B. Birch, James Maxwell, Marie D. Neale, and Julian C. Stanley, see 6:536 (110 references); for reviews by Mary R. Haworth and Norman D. Sundberg of the second revision, see 5:413 (121 references); for a review by Boyd R. McCandless, see 4:358 (142 references)

FIGURE 54. *Intelligence Tests and Reviews*, 1975. p. 83.

The review of the third revision by David Freides can be found in which of the following locations:

(a) *7th Mental Measurements Yearbook*, page 425 (Turn to page 14)

(b) *7th Mental Measurements Yearbook*, page 258 (Turn to page 15)

(c) *7th Mental Measurements Yearbook*, entry 425 (Turn to page 16)

You are confused between "entry numbers" and "page numbers." Review the information on page 11, and try the question on page 13 again.

You seem to have gotten your numbers confused, and you have forgotten the difference between "entry number" and "page number." Review the information on page 11, and try the question on page 13 again.

Absolutely correct! "7:425" refers to a specific edition of the Mental Measurements Yearbook and the entry number within that edition.

If you feel fairly certain that you understand the use of reference books, you may do the library practice exercises on the next page, and then continue on to Chapter 9.

NAME: ______________________________ INSTRUCTOR: ______________________________

QUESTIONS TO ANSWER IN THE LIBRARY

1) Locate the 1983-84 edition of the Texas School Directory (Ref L 903 .T4 A32 83-84).

   a) You want to write to the Houston Independent School District to inquire about employment. Give the name of the Superintendent and the correct address for the district. (HINT: there is an index of public schools at the front of the book).

   b) Using the tables labeled "The Accreditation Status of Texas Public Schools," which begins on page 234, locate the entry for Victoria ISD. By what two agencies have the high schools been accredited?

   c) Who is the Director of Bilingual Education at the Texas Education Agency? (HINT: this position is a subdivision under the office of the Associate Commissioner of Educational programs for Special Populations.)

2) Locate English Tests And Reviews (Ref PE 66 .E5x).

   a) Look up "National Teacher Examinations: English Language and Literature" in the Index of Titles, and find the Corresponding entry number in the front of the book. The entry number for this is ______________________________.

   b) If you wanted to read the additional information about earlier forms of this test, to what other book are you referred? Give the complete title of this source book and the entry number.

Chapter 9

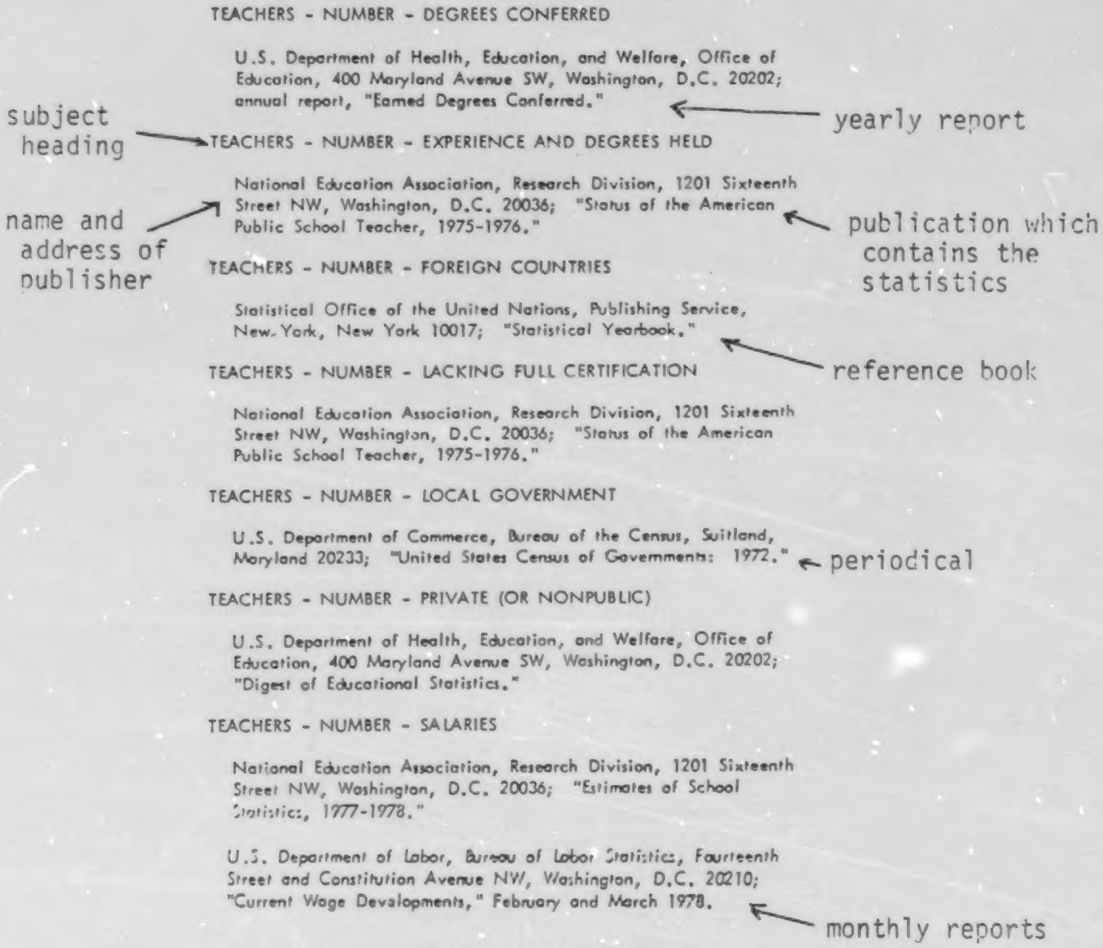
STATISTICAL SUPPORT

The mention of statistics frequently divides people into two opposing camps. Statisticians support George Gallup's boast that he could prove God statistically, while skeptics agree tieh Disraeli and Twain that there are three varieties of falsehoods: lies, damned lies, and statistics. The most realistic attitude is probably the proverbial caveat: "Figures don't lie, but liars can figure." It may not always be possible for you to determine how a particular statistic was computed, but you can at least check the reliability of the source. Be skeptical of undocumented figures presented by special interest groups. If you need to know the number of secondary school teachers in the United States, get your figures from a disinterested source like the National Center for Education Statistics.

You can find statistics in many of the same kinds of tools that we have examined previously. A number of reference books, periodicals, and indexes are devoted entirely to statistical information. This chapter will introduce you to a few of the major ones.

Go on to page 2.

If you don't know where to begin your search for statistics, start with a reference book called Statistics Sources (REF HA 36 .S797). By looking up the subject in question, you can find out where and by whom the statistics are published. Then check the card catalog or serials list to see if the Library has the publication.



TEACHERS - NUMBER - DEGREES CONFERRED

U.S. Department of Health, Education, and Welfare, Office of Education, 400 Maryland Avenue SW, Washington, D.C. 20202; annual report, "Earned Degrees Conferred."

TEACHERS - NUMBER - EXPERIENCE AND DEGREES HELD

National Education Association, Research Division, 1201 Sixteenth Street NW, Washington, D.C. 20036; "Status of the American Public School Teacher, 1975-1976."

TEACHERS - NUMBER - FOREIGN COUNTRIES

Statistical Office of the United Nations, Publishing Service, New York, New York 10017; "Statistical Yearbook."

TEACHERS - NUMBER - LACKING FULL CERTIFICATION

National Education Association, Research Division, 1201 Sixteenth Street NW, Washington, D.C. 20036; "Status of the American Public School Teacher, 1975-1976."

TEACHERS - NUMBER - LOCAL GOVERNMENT

U.S. Department of Commerce, Bureau of the Census, Suitland, Maryland 20233; "United States Census of Governments: 1972."

TEACHERS - NUMBER - PRIVATE (OR NONPUBLIC)

U.S. Department of Health, Education, and Welfare, Office of Education, 400 Maryland Avenue SW, Washington, D.C. 20202; "Digest of Educational Statistics."

TEACHERS - NUMBER - SALARIES

National Education Association, Research Division, 1201 Sixteenth Street NW, Washington, D.C. 20036; "Estimates of School Statistics, 1977-1978."

U.S. Department of Labor, Bureau of Labor Statistics, Fourteenth Street and Constitution Avenue NW, Washington, D.C. 20210; "Current Wage Developments," February and March 1978.

subject heading
name and address of publisher
yearly report
publication which contains the statistics
reference book
periodical
monthly reports

FIGURE 55. Statistics Sources, 1980. p. 969.

From this example you can see that teacher employment information is published in both reference books and periodicals. We will look at reference books first.

Go on to page 3.

Most statistical reference books stay current by publishing a new edition each year. The following is a selected list of statistical reference books in education:

Statistical Abstract of the United States	REF HA 202 .A36
Yearbook of Higher Education	REF LB 2300 .Y4
World Survey of Education	REF L 900 .W56
Standard Education Almanac	REF L 101 .U6S7
Demographic Yearbook	REF HA 17 .D45
Statistical Yearbook	REF AZ 361 .U45
The World in Figures	REF HA 161 .W67
Texas Fact Book	REF HC 107 .T4T495

Go on to page 4.

You can use statistical reference books to find statistics for:

TEXAS

Average Earnings of Educational and All Other Full-time State and Local Government Employees in Texas as a Percentage of U.S. Average, 1968 and 1978

Category	1978	1968
All educational employees	84.3	83.9
Instructional personnel, local schools	80.6	82.9
Instructional personnel, institutions of higher education	103.7	104.7
Other than educational employees	88.6	85.6

FIGURE 56. Texas Fact Book, 1981. p. 49.

THE UNITED STATES

Excerpt from Statistical Abstract of the United States

NO. 250. PUBLIC ELEMENTARY AND SECONDARY SCHOOLS—NUMBER AND AVERAGE SALARY OF CLASSROOM TEACHERS, 1960 TO 1981, AND BY STATES, 1981

[Estimates for school year ending in June. Schools classified by type of organization rather than by grade-group; elementary includes kindergarten]

YEAR AND STATE	TEACHERS (1,000)			AVG. SALARY ($1,000)		
	Total	Elementary	Secondary	All teachers	Elementary	Secondary
1960	1,355	834	521	5.0	4.8	5.3
1965	1,648	940	708	6.2	6.0	6.5
1970	2,008	1,109	899	8.6	8.4	8.9
1973	2,109	1,143	966	10.2	9.9	10.5
1974	2,138	1,152	986	10.8	10.5	11.1
1975	2,171	1,169	1,001	11.7	11.3	12.0
1976	2,191	1,170	1,021	12.6	12.3	12.9
1977	2,186	1,176	1,011	13.4	13.0	13.8
1978	2,196	1,175	1,021	14.2	13.9	14.6
1979	2,204	1,189	1,015	15.0	14.7	15.5
1980	2,204	1,201	1,003	16.0	15.6	16.4
1981, U.S.	2,194	1,192	1,002	17.3	16.9	17.7
Ala	41.2	22.0	19.3	15.2	14.6	15.8
Alaska	5.2	2.8	2.4	29.1	28.9	29.3
Ariz	26.2	18.1	8.1	17.2	17.0	17.7
Ark	24.1	11.8	12.3	13.3	12.9	13.6
Calif	175.5	104.6	70.9	19.8	19.4	20.5
Colo	27.2	13.3	13.9	17.4	16.9	17.9
Conn	33.9	20.4	13.5	17.4	17.3	17.7
Del	5.9	2.6	3.3	17.2	17.0	17.5
D.C	5.2	3.1	2.1	22.9	23.0	22.7
Fla	78.3	42.0	36.3	15.6	15.8	15.3
Ga	56.5	34.3	22.2	15.4	15.2	15.9
Hawaii	7.9	4.7	3.2	21.6	22.0	20.9
Idaho	9.9	5.3	4.7	15.1	14.8	15.5
Ill	105.7	70.1	35.7	19.4	18.7	20.7
Ind	53.8	26.9	26.8	18.1	17.6	18.5
Iowa	32.4	15.4	17.1	16.2	15.5	16.7
Kans	26.2	14.3	11.9	15.1	15.0	15.1
Ky	33.4	21.6	11.8	15.6	15.1	16.5
La	42.7	23.7	19.0	15.0	14.7	15.3
STATE						
Maine	10.2	7.0	3.2	13.7	13.2	14.8
Md	41.1	18.6	22.6	19.3	19.2	19.4
Mass	65.8	28.5	37.3	18.7	18.5	18.9
Mich	80.5	41.9	38.7	21.2	21.0	21.4
Minn	43.7	20.6	23.2	18.1	17.4	18.7
Miss	26.3	14.5	11.8	13.0	12.7	13.3
Mo	48.8	24.8	24.0	15.2	14.9	15.5
Mont	9.3	5.1	4.2	15.4	14.8	16.1
Nebr	18.0	9.3	8.7	14.9	14.2	15.6
Nev	7.1	3.6	3.5	17.1	17.0	17.2
N.H	9.4	5.0	4.4	12.9	12.5	13.4
N.J	76.9	45.3	31.5	18.3	18.0	18.7
N. Mex	14.4	7.0	7.3	15.7	15.5	16.0
N.Y	169.3	74.0	95.3	20.4	20.3	20.5
N.C	55.3	34.6	20.7	15.9	15.7	16.2
N. Dak	7.1	4.2	2.9	13.9	13.7	14.1
Ohio	99.3	54.1	45.2	16.2	15.7	16.8
Okla	34.4	18.0	16.4	14.6	14.4	15.0
Oreg	25.1	14.6	10.4	17.5	17.2	18.0
Pa	109.5	50.4	59.1	17.7	17.4	18.0
R.I	9.2	4.6	4.6	19.4	19.3	19.4
S.C	31.8	19.6	12.2	14.0	13.6	14.5
S. Dak	8.1	5.3	2.8	13.6	13.5	14.0
Tenn	41.3	25.6	15.8	15.0	14.9	15.1
Tex	163.1	88.2	74.9	15.2	14.8	15.6
Utah	14.8	8.7	6.1	16.6	16.1	17.4
Vt	6.7	3.4	3.3	13.0	12.6	13.5
Va	58.2	34.2	24.0	14.9	14.2	15.8
Wash	35.7	20.3	15.4	20.7	20.3	21.2
W. Va	22.2	12.5	9.6	14.7	14.3	15.1
Wis	53.9	28.6	25.3	16.7	16.3	17.3
Wyo	6.4	3.3	3.1	18.7	18.1	19.4

Go on to page 5.

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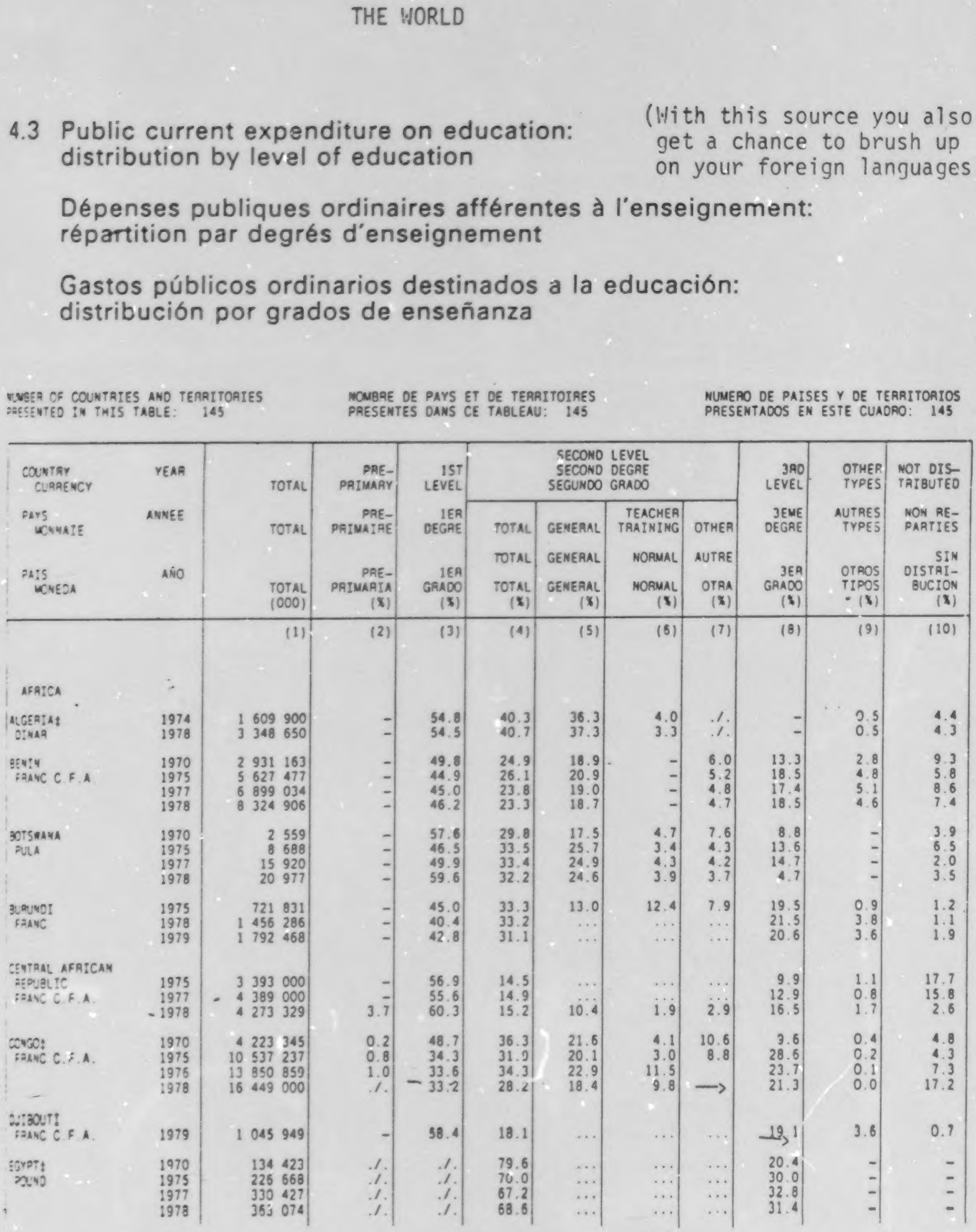

THE WORLD

4.3 Public current expenditure on education: distribution by level of education

(With this source you also get a chance to brush up on your foreign languages!)

Dépenses publiques ordinaires afférentes à l'enseignement: répartition par degrés d'enseignement

Gastos públicos ordinarios destinados a la educación: distribución por grados de enseñanza

NUMBER OF COUNTRIES AND TERRITORIES PRESENTED IN THIS TABLE: 145

NOMBRE DE PAYS ET DE TERRITOIRES PRESENTES DANS CE TABLEAU: 145

NUMERO DE PAISES Y DE TERRITORIOS PRESENTADOS EN ESTE CUADRO: 145

COUNTRY CURRENCY PAYS MONNAIE PAIS MONEDA	YEAR ANNEE AÑO	TOTAL TOTAL TOTAL (000)	PRE-PRIMARY PRE-PRIMAIRE PRE-PRIMARIA (%)	1ST LEVEL 1ER DEGRE 1ER GRADO (%)	SECOND LEVEL SECOND DEGRE SEGUNDO GRADO				3RD LEVEL 3EME DEGRE 3ER GRADO (%)	OTHER TYPES AUTRES TYPES OTROS TIPOS (%)	NOT DISTRIBUTED NON REPARTIES SIN DISTRIBUCION (%)
					TOTAL TOTAL TOTAL (%)	GENERAL GENERAL GENERAL (%)	TEACHER TRAINING NORMAL NORMAL (%)	OTHER AUTRE OTRA (%)			
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
AFRICA											
ALGERIA‡ DINAR	1974	1 609 900	–	54.8	40.3	36.3	4.0	./.	–	0.5	4.4
	1978	3 348 650	–	54.5	40.7	37.3	3.3	./.	–	0.5	4.3
BENIN FRANC C.F.A.	1970	2 931 163	–	49.8	24.9	18.9	–	6.0	13.3	2.8	9.3
	1975	5 627 477	–	44.9	26.1	20.9	–	5.2	18.5	4.8	5.8
	1977	6 899 034	–	45.0	23.8	19.0	–	4.8	17.4	5.1	8.6
	1978	8 324 906	–	46.2	23.3	18.7	–	4.7	18.5	4.6	7.4
BOTSWANA PULA	1970	2 559	–	57.6	29.8	17.5	4.7	7.6	8.8	–	3.9
	1975	8 688	–	46.5	33.5	25.7	3.4	4.3	13.6	–	6.5
	1977	15 920	–	49.9	33.4	24.9	4.3	4.2	14.7	–	2.0
	1978	20 977	–	59.6	32.2	24.6	3.9	3.7	4.7	–	3.5
BURUNDI FRANC	1975	721 831	–	45.0	33.3	13.0	12.4	7.9	19.5	0.9	1.2
	1978	1 456 286	–	40.4	33.2	...	...	...	21.5	3.8	1.1
	1979	1 792 468	–	42.8	31.1	...	...	...	20.6	3.6	1.9
CENTRAL AFRICAN REPUBLIC FRANC C.F.A.	1975	3 393 000	–	56.9	14.5	...	...	...	9.9	1.1	17.7
	1977	4 389 000	–	55.6	14.9	...	...	...	12.9	0.8	15.8
	1978	4 273 329	3.7	60.3	15.2	10.4	1.9	2.9	16.5	1.7	2.6
CONGO‡ FRANC C.F.A.	1970	4 223 345	0.2	48.7	36.3	21.6	4.1	10.6	9.6	0.4	4.8
	1975	10 537 237	0.8	34.3	31.9	20.1	3.0	8.8	28.6	0.2	4.3
	1976	13 850 859	1.0	33.6	34.3	22.9	11.5		23.7	0.1	7.3
	1978	16 449 000	./.	33.2	28.2	18.4	9.8	—>	21.3	0.0	17.2
DJIBOUTI FRANC C.F.A.	1979	1 045 949	–	58.4	18.1	...	...	...	—> 19.1	3.6	0.7
EGYPT‡ POUND	1970	134 423	./.	./.	79.6	...	...	...	20.4	–	–
	1975	226 668	./.	./.	70.0	...	...	...	30.0	–	–
	1977	330 427	./.	./.	67.2	...	...	...	32.8	–	–
	1978	363 074	./.	./.	68.6	...	...	...	31.4	–	–

FIGURE 57. United Nations Statistical Yearbook, 1981, p. iv-35.

Go on to page 6.

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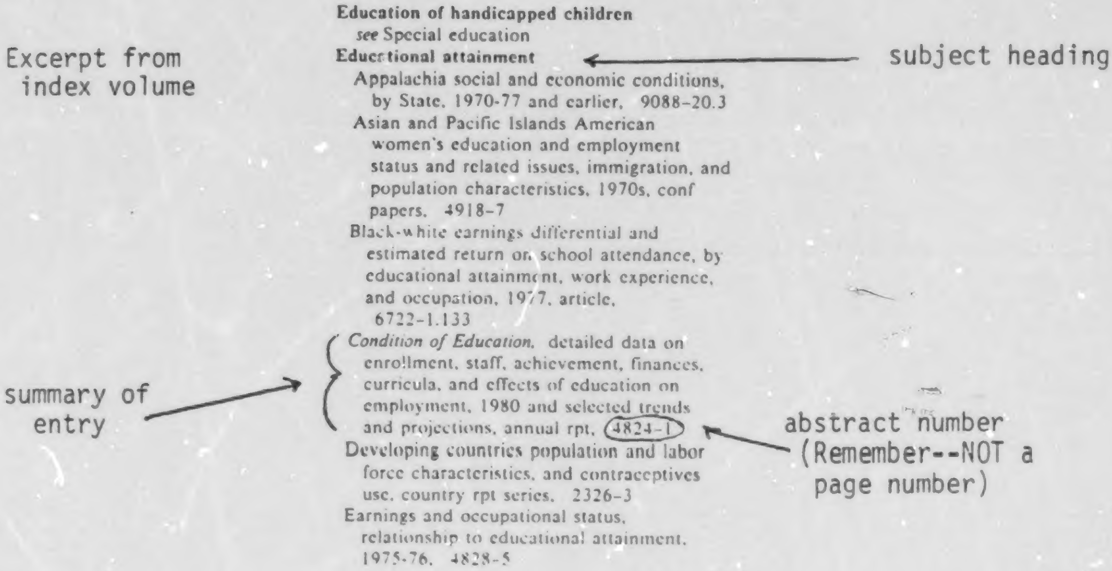
If you look again at the excerpt from Statistics Sources on page 2, you can see that periodicals are also a major source of statistics. As we discussed in Chapter 5, periodicals are always the most current source of information.

Statistical periodicals can be located through two special indexes. American Statistics Index covers all statistical publications issued by the United States government, and Statistical Reference Index is the corresponding set which indexes publications from state governments and private organizations.

Both of these indexes provide an abstracting service as part of their scope. You may remember this format from Chapter 5, since the ERIC publications are abstract indexes. A bit of a review wouldn't hurt, however.

Each issue is published in two separate parts: an index section and an abstract section. By reading the ABSTRACTS or summaries, you can decide whether or not to search further to obtain a copy of the entire article. Using an abstracting index requires you to follow a two-step process.

STEP 1: Begin by finding your particular subject in the "index" volume. Instead of complete entries, you will see a short description of the contents of the article or report, and an ABSTRACT NUMBER. Write the number down!

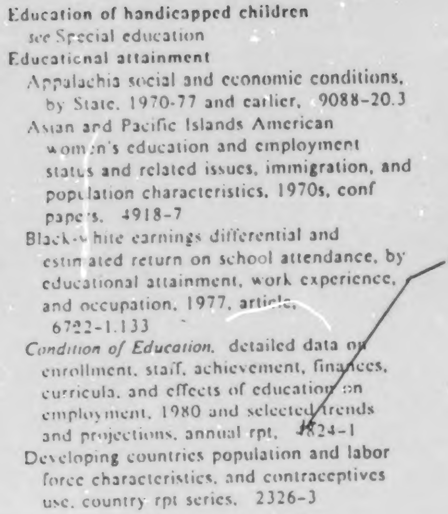

Excerpt from index volume
subject heading
summary of entry
abstract number (Remember--NOT a page number)

Education of handicapped children
see Special education
Educational attainment
Appalachia social and economic conditions, by State, 1970-77 and earlier, 9088-20.3
Asian and Pacific Islands American women's education and employment status and related issues, immigration, and population characteristics, 1970s, conf papers, 4918-7
Black-white earnings differential and estimated return on school attendance, by educational attainment, work experience, and occupation, 1977, article, 6722-1.133
Condition of Education, detailed data on enrollment, staff, achievement, finances, curricula, and effects of education on employment, 1980 and selected trends and projections, annual rpt, 4824-1
Developing countries population and labor force characteristics, and contraceptives use, country rpt series, 2326-3
Earnings and occupational status, relationship to educational attainment, 1975-76, 4828-5

FIGURE 58. American Statistics Index, Index Volume, 1981. p. 260.

Go on to page 7.

STEP 2: Locate the "abstract" volume which is the companion to the "index" volume that you found in STEP 1. (Be certain that the year is the same). Now, find the abstract number that you copied from the index volume, and there's your entry.



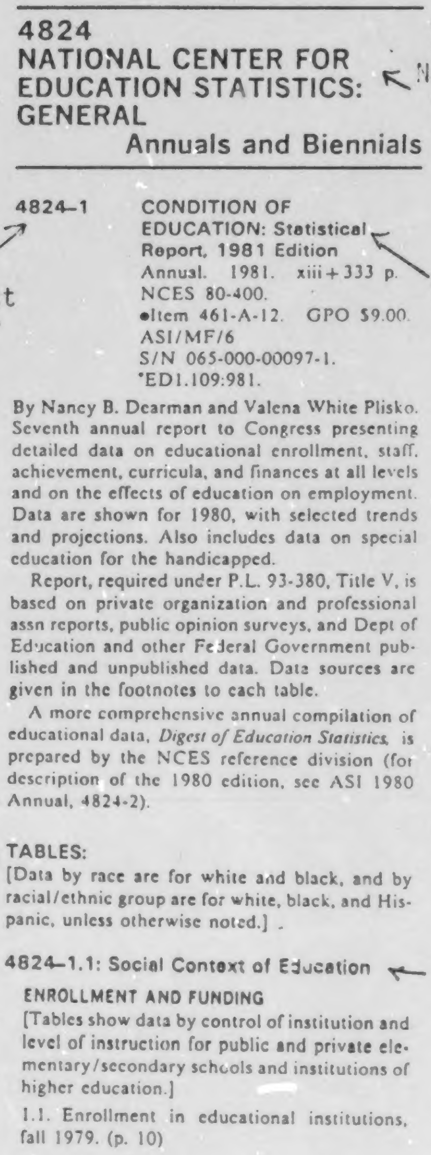
Education of handicapped children
see Special education
Educational attainment
Appalachia social and economic conditions, by State, 1970-77 and earlier, 9088-20.3
Asian and Pacific Islands American women's education and employment status and related issues, immigration, and population characteristics, 1970s, conf papers, 4918-7
Black-white earnings differential and estimated return on school attendance, by educational attainment, work experience, and occupation, 1977, article, 6722-1.133
Condition of Education, detailed data on enrollment, staff, achievement, finances, curricula, and effects of education on employment, 1980 and selected trends and projections, annual rpt, 4824-1
Developing countries population and labor force characteristics, and contraceptives use, country rpt series, 2326-3

abstract number

abstract of contents

FIGURE 59 (a). American Statistics Index, Index Volume, p. 260.

tables included in this issue



4824
NATIONAL CENTER FOR EDUCATION STATISTICS: GENERAL
Annuals and Biennials

4824–1 **CONDITION OF EDUCATION: Statistical Report, 1981 Edition**
Annual. 1981. xiii+333 p.
NCES 80-400.
•Item 461-A-12. GPO $9.00.
ASI/MF/6
S/N 065-000-00097-1.
°ED1.109:981.

By Nancy B. Dearman and Valena White Plisko. Seventh annual report to Congress presenting detailed data on educational enrollment, staff, achievement, curricula, and finances at all levels and on the effects of education on employment. Data are shown for 1980, with selected trends and projections. Also includes data on special education for the handicapped.

Report, required under P.L. 93-380, Title V, is based on private organization and professional assn reports, public opinion surveys, and Dept of Education and other Federal Government published and unpublished data. Data sources are given in the footnotes to each table.

A more comprehensive annual compilation of educational data, *Digest of Education Statistics*, is prepared by the NCES reference division (for description of the 1980 edition, see ASI 1980 Annual, 4824-2).

TABLES:
[Data by race are for white and black, and by racial/ethnic group are for white, black, and Hispanic, unless otherwise noted.]

4824–1.1: Social Context of Education

ENROLLMENT AND FUNDING
[Tables show data by control of institution and level of instruction for public and private elementary/secondary schools and institutions of higher education.]

1.1. Enrollment in educational institutions, fall 1979. (p. 10)

Name of agency that issues the reports. It is NOT the title of anything.

Title of the periodical in which the information appears.

indicates a subdivision of the main entry

Go on to page 8.

FIGURE 59 (b). American Statistics Index, Abstracts Volume, p. 501-502.

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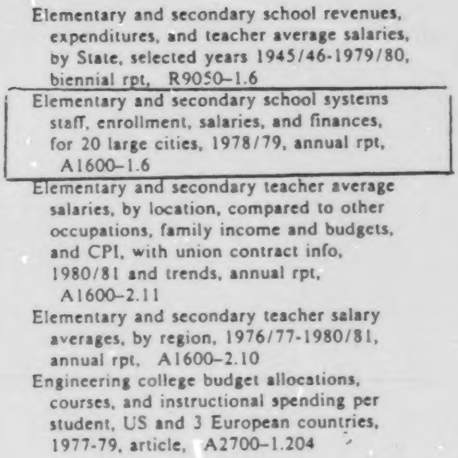
Assume that you are researching elementary and secondary teacher salaries in large urban areas, and want to read the report that you found listed under abstract number A1600-1.6 under the subject heading "Educational employees' pay" in the index volume of Statistical Reference Index. What is the title of abstract A1600-1.6?

(a)	American Federation of Teachers	(Turn to page 9)
(b)	Economic Research Reports	(Turn to page 10)
(c)	Statistics of Large City School Districts	(Turn to page 11)
(d)	Elementary and Secondary School Systems Staff, Enrollment, Salaries and Finances for 20 Large Cities	(Turn to page 12)



Elementary and secondary school revenues, expenditures, and teacher average salaries, by State, selected years 1945/46-1979/80, biennial rpt, R9050–1.6

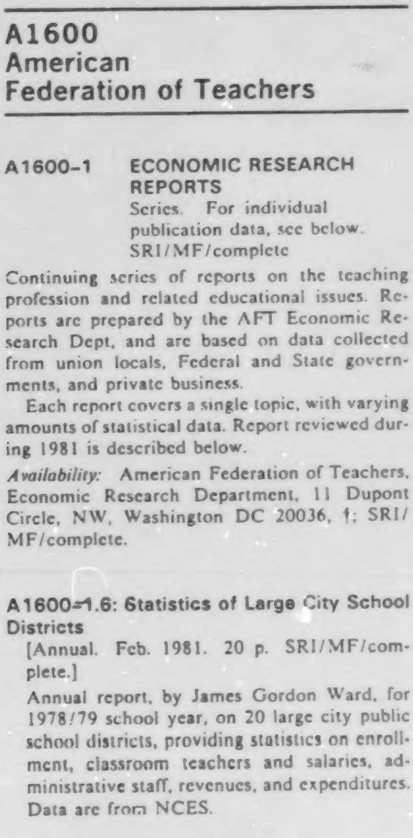
Elementary and secondary school systems staff, enrollment, salaries, and finances, for 20 large cities, 1978/79, annual rpt, A1600–1.6

Elementary and secondary teacher average salaries, by location, compared to other occupations, family income and budgets, and CPI, with union contract info, 1980/81 and trends, annual rpt, A1600–2.11

Elementary and secondary teacher salary averages, by region, 1976/77-1980/81, annual rpt, A1600–2.10

Engineering college budget allocations, courses, and instructional spending per student, US and 3 European countries, 1977-79, article, A2700–1.204

FIGURE 60 (a). Statistical Reference Index, Index Volume, 1981. p. 202-3.



A1600
American
Federation of Teachers

A1600–1 ECONOMIC RESEARCH REPORTS

Series. For individual publication data, see below. SRI/MF/complete

Continuing series of reports on the teaching profession and related educational issues. Reports are prepared by the AFT Economic Research Dept, and are based on data collected from union locals, Federal and State governments, and private business.

Each report covers a single topic, with varying amounts of statistical data. Report reviewed during 1981 is described below.

Availability: American Federation of Teachers, Economic Research Department, 11 Dupont Circle, NW, Washington DC 20036, †; SRI/MF/complete.

A1600–1.6: Statistics of Large City School Districts

[Annual. Feb. 1981. 20 p. SRI/MF/complete.]

Annual report, by James Gordon Ward, for 1978/79 school year, on 20 large city public school districts, providing statistics on enrollment, classroom teachers and salaries, administrative staff, revenues, and expenditures. Data are from NCES.

FIGURE 60 (b). Statistical Reference Index, Abstracts Volume, 1981. p. 31.

AVAILABLE

No, this is the name of the organization that issued the report. You must have read page 7 with one eye closed. Look at the explanation there again, and give the problem another try.

Not quite. This is the title for the overall series that the report belongs to. Give it another try.

Correct. This is the title of a report published by the American Federation of Teachers in their Economic Research Reports series The information under the title tells you the report is published on an annual basis, and that the 1981 issue came out in February.

Go on to page 13.

This is a summary of what the report covers, but it is not the title. Look carefully at the example on page 7, and then try the question again.

Many of the sources used as examples in this chapter belong to a special category of research materials called GOVERNMENT DOCUMENTS. After answering the library practice questions, go on to Chapter 10, where we will explain government documents in more detail.

NAME:______________________ INSTRUCTOR:______________________

QUESTIONS TO ANSWER IN THE LIBRARY

1. Locate Statistical Abstract Of The United States (Ref HA 202 .A36) and look up "Education, Enrollment-Bilingual Programs" in the index. Find a table called "Public Elementary and Secondary School Enrollment in Bilingual Programs, By Region and Race: 1980".

   a) According to this table, what percentage of Hispanic schoolchildren are enrolled in bilingual programs?

   b) Is this more or less than the number of Asian American children in bilingual programs?

   c) What is the source of this data?

2. Locate the 1981 volumes of American Statistics Index (Docs Ref Z 7554 .V5 A46).

   a) Look up "School Busing" in the index volume and read down the listing of entries until you find the one for "Expenditures For Pupil Transportation Services, By State, 1975/76, Biennial Report". Write the entry number here______________ ________________________________.

   b) Look up this entry number in the abstract volume and answer the following questions:

      i) What is the title of the document that you found in the index volume? (REMEMBER: you need the title of the document itself, not the subtitle of a section of it.)

      ii) What kind of information does it contain?

      iii) You can find a microfiche copy of this item filed by entry number and year in the Media Center. According to Table 8, "Number of one-teacher schools, by state: 1931-32 to 1975-76," how many one-teacher schools were there in Texas in 1975-76?

Chapter 10

GOVERNMENT-SPONSORED RESEARCH

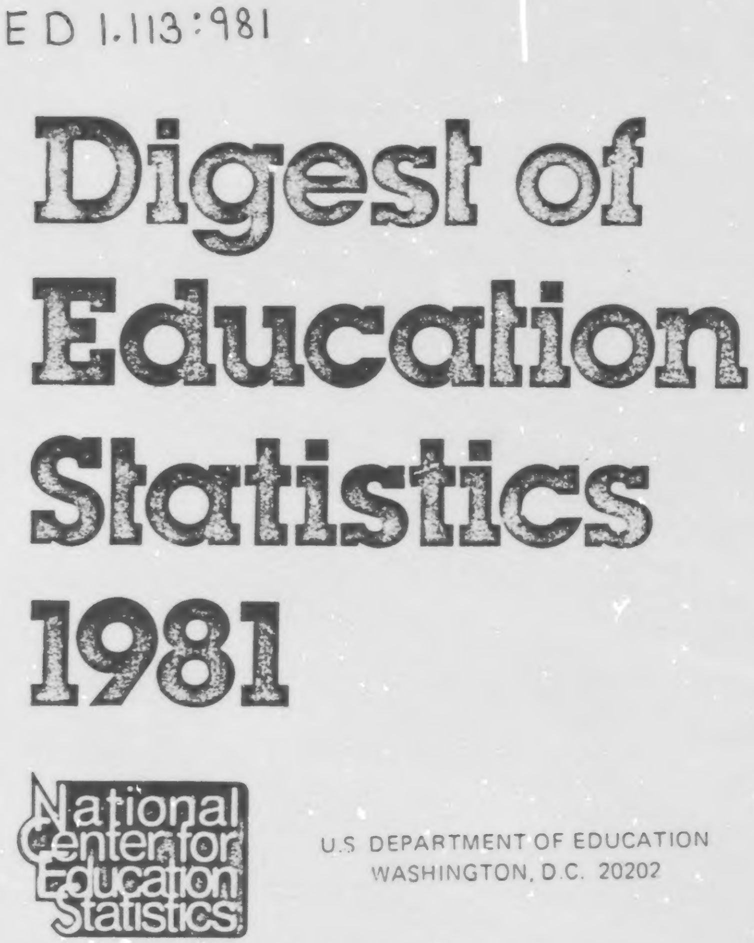
The largest publisher in the world is not Random House or McGraw-Hill, or any other commercial name with which you may be familiar--it is the United States government. In the last chapter, we discussed some statistical sources published by government agencies, including periodicals, census data, and even reference books like Statistical Abstract, but these are only a fraction of the government's output. Each agency of the federal government publishes the results of its own research and of the research contracts that it lets to private organizations and individuals. The Congress publishes hearings, reports, legislation, and of course, The Congressional Record, the daily account of the proceedings of Congress.

Government publications are printed by the Government Printing Office (GPO) in Washington, or by one of its contractors, and are sent to designated libraries called depositories, which are required to keep documents in a separate collection. Only large libraries have the space to accommodate a complete collection of government documents. Small ones, like VC/UHVC, are partial depositories, and choose to receive only a selected portion of the government publications. Since these documents are received on a continuing basis and are shelved within a few days of their arrival, they are good sources of current information.

Go on to page 2.

Using government documents requires you to think a bit differently from the way you do when dealing with other library materials. The regular book collection, as you know from the discussion in Chapter 4, is classified by subject, and the books are located by call numbers which are codes for the subject content. Government publications are NOT arranged by subject; they are classified according to the agency which issues them. The Superintendent of Documents arranges them by a special classification system, using SuDocs numbers, which will look strange to you at first glance. We will explain below.

Remember the list of statistical periodicals published by the government that we saw in Chapter 9? We have reproduced the cover of one of them to show you how SuDocs numbers work.



ED 1.113:981

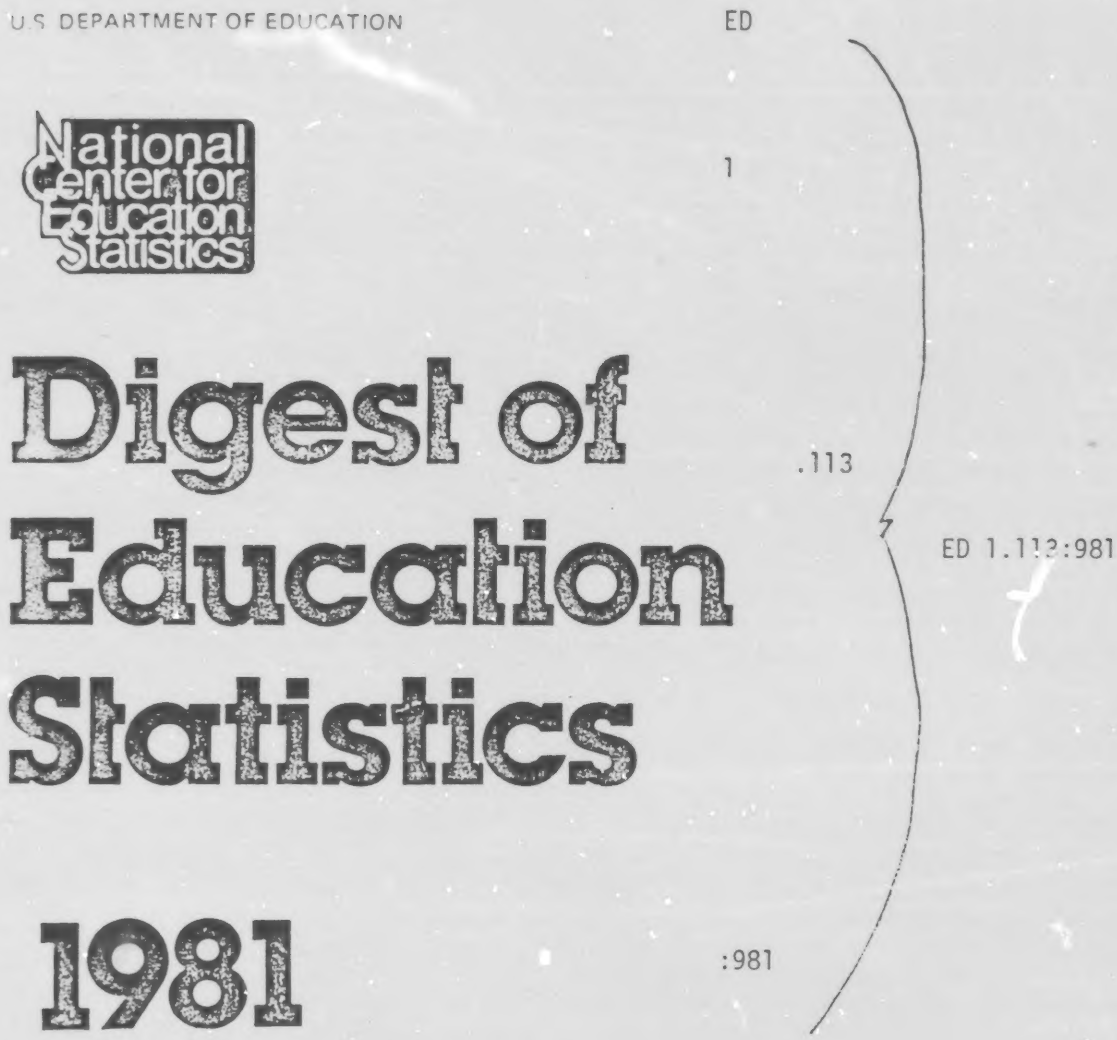
Digest of Education Statistics 1981

National Center for Education Statistics

U.S DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

Go on to page 3.

This is the way in which a SuDocs number is built:



U.S DEPARTMENT OF EDUCATION — ED

National Center for Education Statistics — 1

Digest of Education Statistics — .113

1981 — :981

ED 1.113:981

Go on to page 4.

180

Publications of federal agencies and other government bodies are indexed through the federal government's own index, The Monthly Catalog of U.S. Government Publications. The Monthly Catalog is not a true abstracting index, since it does not provide content summaries, but it does require you to follow the same kind of two-step process that an abstracting index uses.

STEP 1: Find the subject heading in the subject portion and get the entry number. (Once again, this is NOT a page number).

Excerpt from Subject (or index) portion

subject heading

(The subject headings in the Monthly Catalog are the same Library of Congress headings that are used in the card catalog.)

Educational Resources Information Center.
How to start an ERIC collection /, 80-10431
How to use ERIC., 80-8343

Educational statistics.
The American high school : a statistical overview., 80-25977

Educational technology — United States.
Information and communications technologies appropriate in education (including H.R. 4326) : hearing before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology, U.S. House of Representatives, Ninety-sixth Congress, first session, October 9, 1979., 80-19531

Educational tests and measurements.
Guidebook for developing criterion-referenced tests /, 80-18031 ← entry number

Go on to page 5.

STEP 2: Locate the entry (or abstract) in the corresponding entry portion.

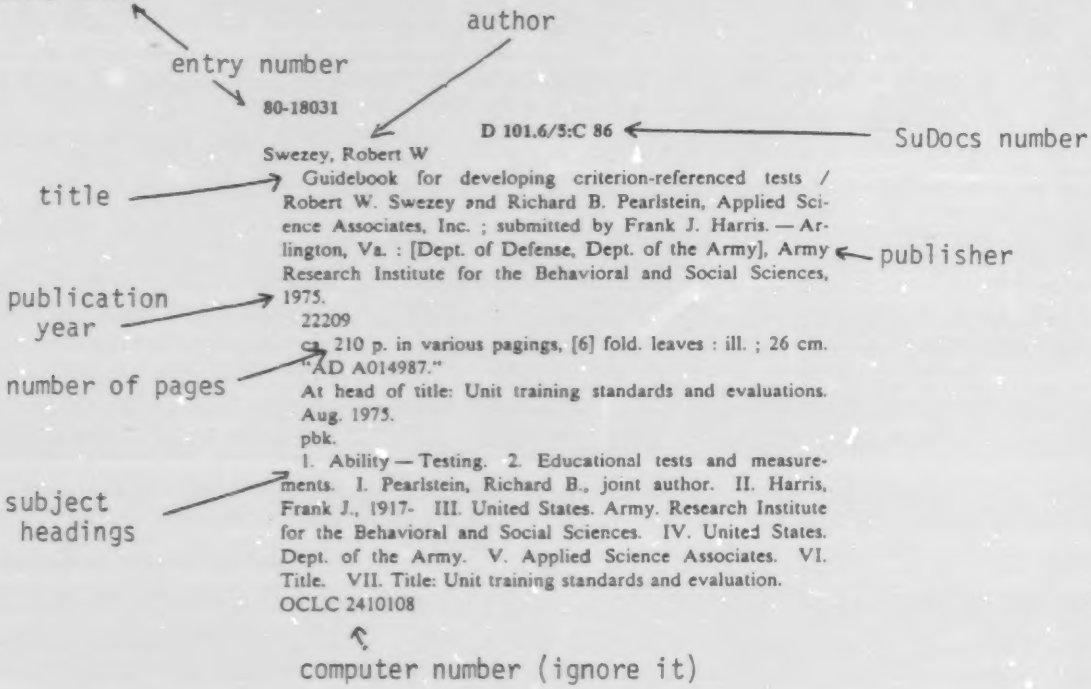
Educational Resources Information Center.
How to start an ERIC collection /. 80-10431
How to use ERIC., 80-8343

Educational statistics.
The American high school : a statistical overview., 80-25977

Educational technology — United States.
Information and communications technologies appropriate in education (including H.R. 4326) : hearing before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology, U.S. House of Representatives, Ninety-sixth Congress, first session, October 9, 1979., 80-19531

Educational tests and measurements.
Guidebook for developing criterion-referenced tests /, 80-18031

Excerpt from entry (abstract) portion



80-18031

D 101.6/5:C 86

Swezey, Robert W
Guidebook for developing criterion-referenced tests / Robert W. Swezey and Richard B. Pearlstein, Applied Science Associates, Inc. ; submitted by Frank J. Harris. — Arlington, Va. : [Dept. of Defense, Dept. of the Army], Army Research Institute for the Behavioral and Social Sciences, 1975.
22209
ca. 210 p. in various pagings, [6] fold. leaves : ill. ; 26 cm.
"AD A014987."
At head of title: Unit training standards and evaluations. Aug. 1975.
pbk.
1. Ability — Testing. 2. Educational tests and measurements. I. Pearlstein, Richard B., joint author. II. Harris, Frank J., 1917- III. United States. Army. Research Institute for the Behavioral and Social Sciences. IV. United States. Dept. of the Army. V. Applied Science Associates. VI. Title. VII. Title: Unit training standards and evaluation.
OCLC 2410108

Go on to page 6.

BEST COPY AVAILABLE

Publications issued by either house of Congress always indicate which specific Congress was responsible for it. Make a note of this, because you will need to include it in your bibliography if you decide to use the document.

Excerpt from the Monthly Catalog

80-15579

Y 4.Ed 8/1:T 77/4/979

United States. Congress. House. Committee on Education and Labor. Subcommittee on Elementary, Secondary, and Vocational Education.

Truth in testing act of 1979 : the Educational testing act of 1979 : hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-sixth Congress, first session, on H.R. 3564 ... and H.R. 4949 .... — Washington : U.S. Govt. Print. Off., 1980.

viii, 1194 p. : ill. ; 24 cm.

Hearings held in Washington, D.C., July 31-Oct. 11, 1979.

Includes bibliographical references.

●Item 1015

pbk.

1. Educational tests and measurements — Law and legislation — United States. I. Title. II. Title: Educational testing act of 1979.

OCLC 6220544

Issuing agency. (This is the "author" by which you would enter this item in a bibliography.)

The ● indicates that the document is distributed free under the depository system. This increases the chance that the Library will have a copy.

Go on to page 7.

BEST COPY AVAILABLE

Study the following entry from the Monthly Catalog. What is the SuDocs number?

NATIONAL INSTITUTE OF EDUCATION
Health, Education, and Welfare Dept.
Washington, DC 20208

80-16883

HE 19.202:F 49/4

National Institute of Education.

Education finance and organization research perspectives for the future : program on education policy and organization / compiled by Charles S. Benson ... [et al.]. — Washington : Dept. of Health, Education, and Welfare, [Education Division], National Institute of Education : [for sale by the Supt. of Docs., U.S. Govt. Print. Off.], 1980.

20402
v, 274 p. ; 26 cm.
Jan. 1980.
Includes bibliographical references.
●Item 461-D-5
S/N 017-080-02091-2
pbk. : $6.50

1. School management and organization — United States. 2. Federal aid to education — United States. 3. Education — United States — Finance. I. Benson, Charles Scott. II. Title.
OCLC 6431447

(a)	80-16883	(Turn to page 8)
(b)	HE 19.202:F 49/4	(Turn to page 9)
(c)	S/N 017-080-02091-2	(Turn to page 10)
(d)	6431447	(Turn to page 11)

BEST COPY AVAILABLE

No, this is the entry number which identifies the item in the index volume. Look at the examples on pages 2, 3, and 4, and try the question again.

Correct. SuDocs numbers always begin with a letter of the alphabet, which represents the name of the issuing agency. The "HE" in the example stands for the Department of Health, Education and Welfare (which no longer exists by this title).

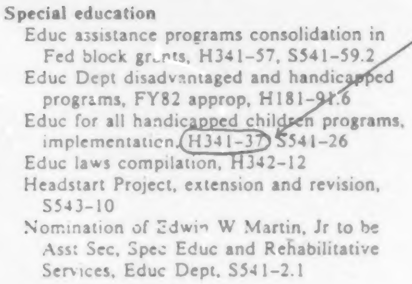
Go on to page 12.

You must have forgotten the example on page 4. Look over it and then try the question again.

Even if you have forgotten this kind of number from the card catalog examples in Chapter 3, you should remember seeing it a few pages ago! Review page 4, and try the question again.

You can see by the example on page 6 that publications of Congress as well as agency publications are indexed in the Monthly Catalog. There is a special index, however, called Congressional Information Service (CIS), which is devoted entirely to Congressional publications and gives more detailed coverage. Since CIS Index is published by the same company that produces American Statistics Index and Statistical Reference Index, its layout will look quite familiar to you. Follow the same two-step process that you used with the other indexes, looking up your subject in the index section, and the entry (abstract) in the corresponding abstract section.

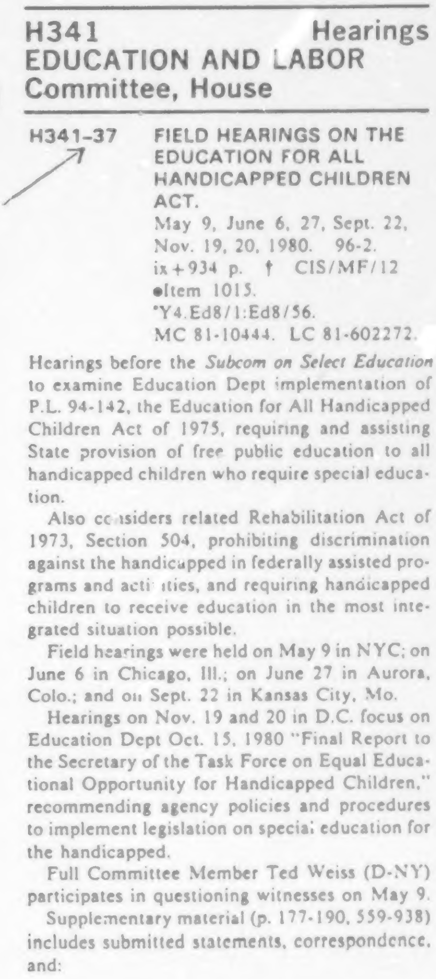
Name of committee (House Education and Labor Committee) which held the hearings listed in this section of the abstract volume. It is NOT the title of anything.



Special education

Educ assistance programs consolidation in Fed block grants, H341-57, S541-59.2
Educ Dept disadvantaged and handicapped programs, FY82 approp, H181-91.6
Educ for all handicapped children programs, implementation, H341-37, S541-26
Educ laws compilation, H342-12
Headstart Project, extension and revision, S543-10
Nomination of Edwin W Martin, Jr to be Asst Sec, Spec Educ and Rehabilitative Services, Educ Dept, S541-2.1

FIGURE 61 (a). Congressional Information Service, Index Volume, p. 744.



H341 Hearings
EDUCATION AND LABOR Committee, House

H341-37 **FIELD HEARINGS ON THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT.**
May 9, June 6, 27, Sept. 22, Nov. 19, 20, 1980. 96-2.
ix+934 p. † CIS/MF/12
●Item 1015.
°Y4.Ed8/1:Ed8/56.
MC 81-10444. LC 81-602272.

Hearings before the *Subcom on Select Education* to examine Education Dept implementation of P.L. 94-142, the Education for All Handicapped Children Act of 1975, requiring and assisting State provision of free public education to all handicapped children who require special education.

Also considers related Rehabilitation Act of 1973, Section 504, prohibiting discrimination against the handicapped in federally assisted programs and activities, and requiring handicapped children to receive education in the most integrated situation possible.

Field hearings were held on May 9 in NYC; on June 6 in Chicago, Ill.; on June 27 in Aurora, Colo.; and on Sept. 22 in Kansas City, Mo.

Hearings on Nov. 19 and 20 in D.C. focus on Education Dept Oct. 15, 1980 "Final Report to the Secretary of the Task Force on Equal Educational Opportunity for Handicapped Children," recommending agency policies and procedures to implement legislation on special education for the handicapped.

Full Committee Member Ted Weiss (D-NY) participates in questioning witnesses on May 9.

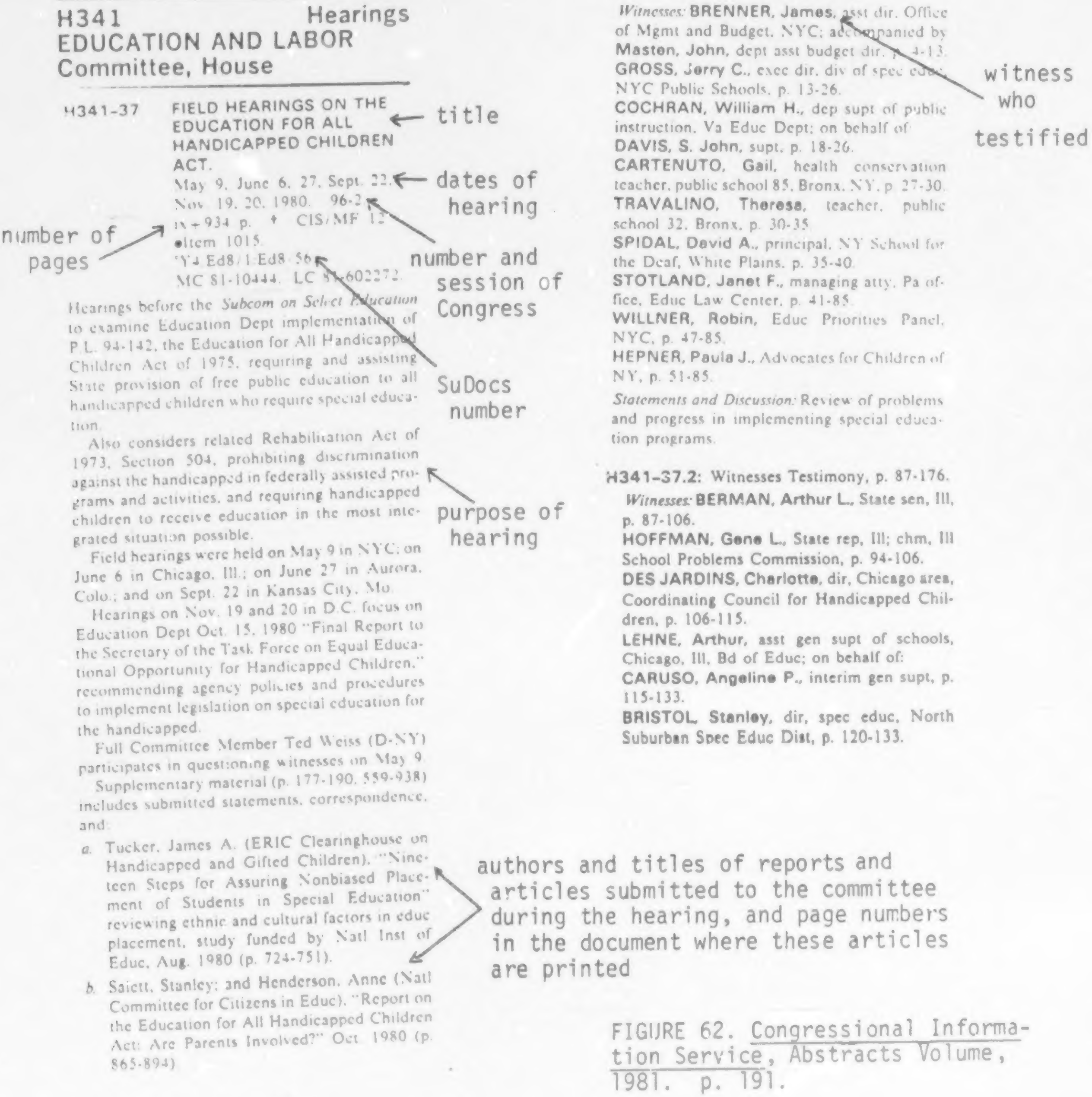
Supplementary material (p. 177-190, 559-938) includes submitted statements, correspondence, and:

FIGURE 61 (b). Congressional Information Service, Abstracts Volume, 1981. p. 191.

Go on to page 13.

BEST COPY AVAILABLE

Congressional hearings are good sources of information because they include reports submitted by authorities and testimony of expert witnesses. The entries in CIS Abstracts will tell you everything of this nature that may be included in the documents.



H341 Hearings
EDUCATION AND LABOR
Committee, House

H341-37 **FIELD HEARINGS ON THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT.**
May 9, June 6, 27, Sept. 22, Nov. 19, 20, 1980. 96-2.
ix+934 p. ✦ CIS/MF 12
●Item 1015.
Y4.Ed8/1:Ed8/56.
MC 81-10444. LC 81-602272.

Hearings before the *Subcom on Select Education* to examine Education Dept implementation of P.L. 94-142, the Education for All Handicapped Children Act of 1975, requiring and assisting State provision of free public education to all handicapped children who require special education.

Also considers related Rehabilitation Act of 1973, Section 504, prohibiting discrimination against the handicapped in federally assisted programs and activities, and requiring handicapped children to receive education in the most integrated situation possible.

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Full Committee Member Ted Weiss (D-NY) participates in questioning witnesses on May 9.

Supplementary material (p. 177-190, 559-938) includes submitted statements, correspondence, and:

a. Tucker, James A. (ERIC Clearinghouse on Handicapped and Gifted Children). "Nineteen Steps for Assuring Nonbiased Placement of Students in Special Education" reviewing ethnic and cultural factors in educ placement, study funded by Natl Inst of Educ, Aug. 1980 (p. 724-751).

b. Saiett, Stanley; and Henderson, Anne (Natl Committee for Citizens in Educ). "Report on the Education for All Handicapped Children Act: Are Parents Involved?" Oct. 1980 (p. 865-894)

H341-37.1: Witnesses Testimony, p. 4-85.

Witnesses: **BRENNER, James,** asst dir, Office of Mgmt and Budget, NYC; accompanied by **Maston, John,** dept asst budget dir, p. 4-13.

GROSS, Jerry C., exec dir, div of spec educ, NYC Public Schools, p. 13-26.

COCHRAN, William H., dep supt of public instruction, Va Educ Dept; on behalf of:

DAVIS, S. John, supt, p. 18-26.

CARTENUTO, Gail, health conservation teacher, public school 85, Bronx, NY, p. 27-30.

TRAVALINO, Theresa, teacher, public school 32, Bronx, p. 30-35.

SPIDAL, David A., principal, NY School for the Deaf, White Plains, p. 35-40.

STOTLAND, Janet F., managing atty, Pa office, Educ Law Center, p. 41-85.

WILLNER, Robin, Educ Priorities Panel, NYC, p. 47-85.

HEPNER, Paula J., Advocates for Children of NY, p. 51-85.

Statements and Discussion: Review of problems and progress in implementing special education programs.

H341-37.2: Witnesses Testimony, p. 87-176.

Witnesses: **BERMAN, Arthur L.,** State sen, Ill, p. 87-106.

HOFFMAN, Gene L., State rep, Ill; chm, Ill School Problems Commission, p. 94-106.

DES JARDINS, Charlotte, dir, Chicago area, Coordinating Council for Handicapped Children, p. 106-115.

LEHNE, Arthur, asst gen supt of schools, Chicago, Ill, Bd of Educ; on behalf of:

CARUSO, Angeline P., interim gen supt, p. 115-133.

BRISTOL, Stanley, dir, spec educ, North Suburban Spec Educ Dist, p. 120-133.

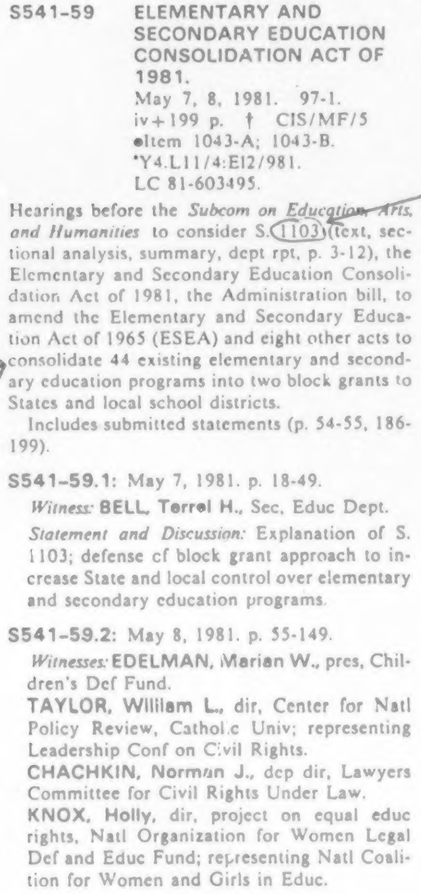
title
dates of hearing
number of pages
number and session of Congress
SuDocs number
purpose of hearing
witness who testified
authors and titles of reports and articles submitted to the committee during the hearing, and page numbers in the document where these articles are printed

FIGURE 62. Congressional Information Service, Abstracts Volume, 1981. p. 191.

Go on to page 14.

BEST COPY AVAILABLE

Hearings can be held to gather information, as in the example on the previous page, or to consider specific legislation pending before Congress. The example below is a hearing before the Subcommittee on Education, Arts, and Humanities, held to consider the proposed Elementary and Secondary Consolidation Act of 1981



S541-59 **ELEMENTARY AND SECONDARY EDUCATION CONSOLIDATION ACT OF 1981.**
May 7, 8, 1981. 97-1.
iv+199 p. † CIS/MF/5
●Item 1043-A; 1043-B.
°Y4.L11/4:E12/981.
LC 81-603495.

Hearings before the *Subcom on Education, Arts, and Humanities* to consider S. 1103 (text, sectional analysis, summary, dept rpt, p. 3-12), the Elementary and Secondary Education Consolidation Act of 1981, the Administration bill, to amend the Elementary and Secondary Education Act of 1965 (ESEA) and eight other acts to consolidate 44 existing elementary and secondary education programs into two block grants to States and local school districts.

Includes submitted statements (p. 54-55, 186-199).

S541-59.1: May 7, 1981. p. 18-49.

Witness: **BELL, Terrel H.,** Sec, Educ Dept.

Statement and Discussion: Explanation of S. 1103; defense of block grant approach to increase State and local control over elementary and secondary education programs.

S541-59.2: May 8, 1981. p. 55-149.

Witnesses: **EDELMAN, Marian W.,** pres, Children's Def Fund.

TAYLOR, William L., dir, Center for Natl Policy Review, Catholic Univ; representing Leadership Conf on Civil Rights.

CHACHKIN, Norman J., dep dir, Lawyers Committee for Civil Rights Under Law.

KNOX, Holly, dir, project on equal educ rights, Natl Organization for Women Legal Def and Educ Fund; representing Natl Coalition for Women and Girls in Educ.

Senate Bill #1103
A proposed piece of legislation originates in either the House or the Senate, and is called a "bill" until it becomes law.

Purpose of the proposed law

FIGURE 63. Congressional Information Service, Abstracts Volume, p. 905.

Go on to page 15.

BEST COPY AVAILABLE

Using CIS Index, you can follow a bill through Congress from the time it is proposed until it is enacted into law. (Sometimes several years and many hearings and amendments later). This process is called a legislative history, and should you need to compile one, ask a Reference Librarian to help you get started.

The examples we have been considering are all federal documents, published by the U.S. government. The agencies and legislatures of each state government also publish information, but some states provide better indexing and control of these documents than others do. The Texas State Documents Index is not especially easy to use, and we will not attempt to explain it here. If your research requires you to investigate Texas state documents, ask a Reference Librarian for assistance.

If you are fairly certain that you understand how to use government documents, you may answer the library practice questions on the next page, and then give yourself a pat on the back. You have finished the entire unit!!

NAME:________________________ INSTRUCTOR:______________________________

QUESTIONS TO ANSWER IN THE LIBRARY

1) Locate the 1982 subject index to the Monthly Catalog of United States Government Publications (Docs Ref 1982, Volume 3), and look up the subject heading "Mathematics Study and Teaching (Elementary)- United States".

   a) What is the entry number for a report called "Your Child and Math"?

   b) Find this entry in the main volume and give the Su Docs number.

   c) Does the library own a copy of this report? (Government publications are shelved on the second floor.)

2) Locate the 1981 index volume for CIS (Docs Ref KF 49 .C62 1981), and look up "Discrimination in Education".

   a) What is the entry number for the report called "They'd Never Hire a Girl "?

   b) Find this entry in the abstracts volume and give the Su Docs number.

   c) Does the Library own a copy of this document?